REPORT RESUMES

ED 010 436 24

CHANGING THE BEHAVIOR OF SOCIAL STUDIES DEPARTMENT HEADS THROUGH THE USE OF FEEDBACK.

BY- HOVENIER, PETER J.
STANFORD UNIV., SCH. OF EDUC., CALIF.

REPORT NUMBER BR-6-8016 PUB DATE AUG 66
EDRS PRICE MF-$0.36 HC-$9.60 240P.

DESCRIPTORS- *CHANGING ATTITUDES, *BEHAVIOR DEVELOPMENT, *DEPARTMENT DIRECTORS (SCHOOL), * SOCIAL STUDIES, *FEEDBACK, *TEACHER EVALUATION, STANFORD, CALIFORNIA

THE EFFECT OF FEEDBACK OF ACTUAL AND IDEAL BEHAVIOR RATINGS BY HIGH SCHOOL TEACHERS ON THEIR DEPARTMENT CHAIRMEN WAS STUDIED. IT WAS HYPOTHESIZED THAT SUCH INFORMATION WOULD INFLUENCE THE BEHAVIOR OF DEPARTMENT CHAIRMEN IN WHAT THEIR TEACHERS DESCRIBED AS A DESIRABLE DIRECTION. THE VARIOUS REQUIREMENTS OF THE EXPERIMENT WERE COMPLETED BY 208 SOCIAL STUDIES DEPARTMENT CHAIRMEN AND APPROXIMATELY 2,300 SOCIAL STUDIES TEACHERS. THE TEACHERS RATED THEIR CHAIRMEN ON 10 ITEMS OF BEHAVIOR. A BOOKLET PROVIDED THE FEEDBACK TO THE CHAIRMEN OF THE ACTUAL AND IDEAL RATINGS. THE CHAIRMEN WERE RANDOMLY ASSIGNED TO THREE GROUPS--(1) A PRETEST, IMMEDIATE FEEDBACK, AND POST-TEST EXPERIMENTAL GROUP, (2) A PRE- AND POST-TEST CONTROL GROUP, AND (3) A POST-TEST ONLY CONTROL GROUP. THE DATA SUGGESTED THAT THE ROLE OF CHAIRMEN WAS ILL-DEFINED AND THAT THE CHAIRMEN DESIRED TO BE MORE PROFESSIONALLY INVOLVED THAN CONDITIONS ALLOWED. RESULTS SHOWED THAT THE TOTAL EFFECT OF FEEDBACK ON SOCIAL STUDIES CHAIRMEN WAS LESS SIGNIFICANT THAN EXPECTED. (RS)

ED010436

6-8016

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SCHOOL OF EDUCATION

STANFORD UNIVERSITY

STANFORD, CALIFORNIA

CHANGING THE BEHAVIOR OF SOCIAL STUDIES DEPARTMENT HEADS THROUGH THE USE OF FEEDBACK

Peter J. Hovenier

Faculty Sponsor

N. L. Gage

Final Report on Project Number 6-8016-2-12-1 of the
U.S. Office of Education under the Provisions of Public Law 321,
Small Contract Proposals

August 1966

ABSTRACT

CHANGING THE BEHAVIOR OF SOCIAL STUDIES DEPARTMENT HEADS THROUGH THE USE OF FEEDBACK

This investigation was aimed at meeting the need for ways to improve the behavior of social studies department heads. What we judged to be an increased amount and a higher quality of feedback from teachers than is normally available was utilized in an attempt to change the behavior of social studies department heads in what their teachers considered a desirable direction. The main question was, Can the behavior of social studies department heads be changed by informing them of how their own teachers describe the behavior of their actual department head and their ideal chairman?

A secondary but important objective of the investigation was to gather data about the personal characteristics, role perceptions, and duties of social studies department heads.

Social studies teachers in our experiment indicated how well each of ten behaviors characterized their actual social studies department head; they indicated also how well these same behaviors described their ideal chairman. One group of 70 department heads (the experimental group) was given feedback concerning their teachers' opinions; 79 social studies chairmen in a control group were not given such feedback until after the experiment was completed. Six to eight weeks after the feedback to the experimental group the behavior of actual and ideal social studies chairmen was again described by the teachers of both groups of chairmen. A third group of 59 chairmen in a posttest-only control group was described by their teachers only on the second occasion.

The ten items had previously been judged to describe important behaviors of social studies chairmen. The ratings were made by checking one of eight alternatives ranging from (1) "Completely like my social studies chairman" to (8) "Completely unlike my social studies chairman."

A "Report on Your Teachers' Opinions" presented information to each social studies department head. It contained ten charts, one for each item. Each chart consisted of two scales for actual and ideal ratings, respectively, on which arrows imprinted with rubber stamps indicated medians.

The protocols used in our analyses were:

pre-ACT -- the teachers' median description of the behavior of their actual social studies department head on the pretest

post-ACT-- the teachers' median description of the behavior of their actual social studies department head on the posttest

pre-IDL -- the teachers' median description of the behavior of an ideal social studies department head on the pretest

pre-SELF ACT -- the social studies department head's description of his own actual behavior

pre-SELF IDL -- the social studies department head's description of the behavior of an ideal social studies department head

Using analyses of covariance to take account of initial differences, we found that the differences between experimental and control groups in adjusted post-ACT means of means were statistically significant at the .05 level for two of the ten items, and that the differences were in the hypothesized direction for eight of the ten items. For one item the adjusted post-ACT means were the same, and for one item the difference went counter to the hypothesis. The difference between the adjusted post-ACT means for all ten items, called Item 1-10, was not statistically significant but in the direction of the hypothesis.

Further analyses of the data showed that (a) the amount of change was related to the initial difference between pre-ACT and pre-IDL ratings, i.e., the amount of "pressure" applied; (b) where the pre-ACT ratings and the pre-SELF IDL were the

same, our experimental subjects were more distant from the ideal ratings; (c) chairmen who changed more tended to have characteristics reflecting greater professional maturity and commitment to their role.

The results suggest that the method of feedback of teachers' ratings to social studies chairmen possesses promise. Social studies chairmen who received feedback were closer on the posttest to perceptions of an ideal chairman than were those who did not receive feedback, but this approach toward the changing of behavior needs refinement.

ACKNOWLEDGEMENTS

The writer is indebted to many individuals for their assistance, cooperation, and encouragement. Particular appreciation is expressed to Dr. N. L. Gage for his painstaking assistance, to Dr. N. J. Boyan for his many very valuable suggestions, and to Dr. R. E. Gross for his invaluable support throughout the course of my graduate education and this study. Substantial portions of this dissertation reflect the original work of Dr. N. L. Gage, Dr. P. J. Runkel, and Dr. B. B. Chatterjee, and Dr. R. W. Daw's subsequent contributions.

Without the financial support of the U. S. Office of Education under the provisions of Public Law 531, Small Contract Proposals, this study could not have been completed.

My wife deserves much of the credit for the completion of this project. Her wholehearted support and her willingness to make a multitude of sacrifices have made it possible for me to complete what seemed at times an impossible task.

To my uncle, Mr. Jacob Dekker, I am indebted for generous support at various stages of my education.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

No program of teacher education appears to prepare social studies teachers to assume the role of social studies department head. The role of secondary school department head has been described by authors such as Douglass (1954), French (1957), King (1960), Novak (1958), and Satlow (1963). As is true of other department heads, social studies department heads must learn their rules and duties from chairmen[1] under whom they have served, and from experience and tradition. None of the aforementioned "teachers" is very thorough, and many social studies department heads function without ever becoming fully aware of what is expected of them.

Even though department heads are found in most secondary public schools, no role definition is commonly accepted, and even authorities hold widely divergent expectations. For example, Shouse (1950) saw the department head as a counselor to his teachers, while Briggs and Justman (1952) perceived a department head as an extension of the prinicipal's arm--an administrator. Rather than attempt to define the role ideally, as many (e. g. , Douglass, 1954, pp. 28-30; Novak, 1958, pp. 91-100; Satlow, 1963, pp. 14-16) have done without much apparent practical application, in this study we have attempted to change the behavior of social studies department heads in the direction of an ideal department head as perceived by his teachers. A secondary, but important element of the study was the gathering of hitherto unavailable data on social studies department heads.

Guba and Bidwell (1959) and Chase (1953) found that high "morale" in a school was dependent in large degree upon the fulfillment by the principal of teachers' expectations. In some respects, the social studies chairman has a similar relationship with his staff, and it seems reasonable to assume that the morale of a social studies department depends to a considerable degree upon the ability of the social studies department head to meet the expectations of his teachers.

---

[1] The terms "department head" and "chairman" are used interchangeably in this dissertation.

This dissertation reports the results of an attempt to create an effective strategy for changing the behavior of social studies department heads. If such a procedure is developed and social studies department heads are assisted in changing their behavior in what is agreed upon as a "positive" direction, a professional service with promise for the future will have been rendered.

Modifying the way in which persons act may call for complicated operations. Varied techniques, motivations, and processes are involved in bringing about any behavior changes in any individual. Though this is the case, few would disagree that most people can be motivated to change as a result of feedback which they receive from others, especially others who are important to them. In our experiment we attempted to answer the question: Does an increase in the amount and quality of feedback, beyond that normally available to social studies department chairmen, regarding their teachers' perceptions of them, change their behavior?

Our study was designed to furnish a group a social studies department chairmen with descriptions of their behaviors as appraised by their teachers, as well as descriptions of their teachers' ratings of an "ideal" social studies department head. The descriptions were gathered during an initial testing period when teachers responded to a form for rating their social studies department head's behavior and for indicating the behavior of an "ideal" social studies chairman. One-third of the chairmen (the experimental group) received a summary of their teachers' responses shortly following the appraisal, while the remaining chairmen (the control groups) did not receive feedback until after the experiment was completed. A posttest for social studies chairmen was administered six to eight weeks after the experimental group received their feedback.

Teacher descriptions of their social studies department chairmen at the second testing period provided a measure of the amount and direction of difference in chairman behavior due to the feedback. We hypothesized:

1. That the behavior of social studies chairmen who are furnished with feedback from teachers differs from the behavior of those who received no such information in such a way that the behavior of the former group of social studies department chairmen more closely approximates their teachers' conceptions of the ideal department head.
2. The change in social studies department chairmen who are furnished with feedback concerning their teachers' actual and ideal perceptions of their department head's behavior is positively related to the magnitude of the initial difference between their teachers' ratings of actual and ideal department heads.
3. That social studies department chairmen who hope to become school administrators show a different pattern of change due to feedback than do other social studies department heads.

For our experiment this meant that:

a. Administration-oriented social studies department heads (department heads who aspire to a full-time administrative position) change more than teacher-oriented department heads in the direction of the ideal social studies department head, as described by their teachers, on items pertaining to their leadership function.

b. Teacher-oriented social studies department heads (department heads who state that they expect to make a career in their present positions, or who want to resign as department head in order to be able to spend full time at teaching) change more than administration-oriented heads in the direction of the ideal social studies department head, as described by their teachers, on items pertaining to their teacher/social studies expert role.

Feedback from teachers to social studies department chairmen was provided. We selected the chairman as the recipient of the feedback because he is a key person in a social studies department, and because social studies chairmen could, in the course of the experiment, supply us with many additional data about the background and duties of social studies department chairmen. These data are tabulated in Appendix F and discussed in Chapter IV.

We selected social studies teachers as the appraisers because they comprise a group who associate closely enough with the social studies department head to be able to view his behavior and to observe changes in his behavior.

Currently, social studies department heads do receive feedback from their teachers. Such feedback is usually disjointed and piecemeal, and it may be perceived inaccurately. This possible misperception was described to the social studies chairmen in our introductory booklet, What do They Expect?, which we prepared after the pattern developed by Runkel and Gage, as described in Gage, Runkel, and Chatterjee (1960). A copy of this booklet is presented in Appendix C. The following passage from this booklet describes the inaccuracies which might occur in feedback from teachers to social studies department chairmen:

> Social studies department heads get a lot of information about how their teachers are coming along as far as classroom teaching and associated duties are concerned.
>
> But how the social studies teacher sees you in the midst of these busy classroom matters, is information which is not so easy to get.

Suppose you try it.
Suppose you ask a teacher, "How do you
think I act?"

In the first place, the teacher probably
wouldn't think of this in specifics.
He'd probably give an answer you
couldn't use anyway.
Such as, "You are a good social studies department head,"
or, "I like teaching in your department."

Perhaps some would be more specific and answer:
"You get things done."
"You insist that teachers follow course outlines."
"You are agreeable."
"You have strong convictions."
"You have a good command of the social sciences."

How might others view these qualities?
Maybe some would feel . . .
If you get things done, you're a dictator;
or
If you insist that teachers follow course outlines,
you're inflexible;
or
If you're agreeable or keep still, you're a rubber stamp;
or
If you have strong convictions, you're too blunt;
or
If you display your knowledge of the social sciences,
you're trying to impress others.

And, about those teachers who are most
specific and complimentary.
How sure can you be that everything said
was thoroughly sincere?

A recent New Yorker cartoon pictures
two men standing together at an informal gathering,
one an executive and the other a subordinate.
The executive (looking determined) says:
"Forget that 'Mr. Meredith' business.
My name is Freddie.
We're not boss and employee here; we're just a
couple of guys having a friendly chat together.
Now then, in all sincerity,
What's your honest opinion of me?"

> Perhaps the relationship between the social studies department chairman and the social studies teacher has some similarities to the above cartoon. It is not impossible.

The purpose of the above statement in our introductory booklet was to call attention to the inadequacies of the social studies chairman's usual informal methods of getting feedback, and to interest social studies department chairmen in a new type of feedback designed to increase the amount and accuracy of feedback normally available from social studies teachers to their department heads. Thus, social studies department meetings, separate contacts with faculty members by the social studies chairman, and other readily available contacts in which feedback occurs, may not offer as adequate a source of feedback as social studies chairmen might desire. We assumed that social studies chairmen do not dislike teacher appraisal and, in fact, would desire it, if the chairman's security would not be threatened in the process. We sought to guarantee such security by (1) stipulating that no one except the social studies chairman and the researchers would see a copy of the report of the teachers' opinions of the social studies chairman, and (2) conducting the entire process in an objective, impersonal manner. We did not offer elaborate programs of diagnosis and therapy. The influence which we attempted to exert was handled entirely through the mails.

Is feedback effective in changing social studies department head behavior? No experimental research has used teacher feedback in attempts to change department head behavior. However, Gage, Runkel, and Chatterjee (1960) used student feedback as a variable in changing the behavior of elementary school teachers. Teachers in their experiment changed toward what pupils described as the "ideal" teacher. Savage (1957) tried to change the behavior of a group of junior high school teachers through student feedback. Savage's results were not statistically significant. Her study varied in several ways from that of

Gage, Runkel, and Chatterjee (1960). The latter authors, whose data were collected in 1956, but not reported until 1960, suspect that Savage's limited results were due to variations from their experiment. In her study, Savage used student teachers in the opening days of their service and she employed only a 20-day interval between feedback and posttest. In addition, she did not use analysis of covariance to adjust for initial differences between her experimental subjects and her control teachers.

Bryan (1963) conducted similar research. His subjects were a group of high school teachers who received feedback on three different occasions over a two-year period. Of the 60 teachers in the experimental group, 57 percent changed in the hypothesized direction on one or more of the ten items under consideration. These changes were measured by $\underline{t}$ ratios, and a significance level of .01 was employed. Of the 59 teachers in the control group, only 24 percent made similar gains.

In another experiment patterned after the model developed by Gage and Runkel, Daw (1964) used feedback from teachers to elementary school principals. The "experimental" principals changed in the hypothesized direction on ten out of twelve experimental items. These changes were significant at the .001 level for six items, at the .005 level for one item, and at the .05 level for three items.

To investigate various determiners of the effect of the feedback, Daw also varied (a) the direction of the items, by using two forms of his ratings instruments (items stated positively on Form A and negatively on Form B); (b) the interval between feedback and posttest (from six to twelve weeks); (c) the form of feedback (median ratings, or median ratings plus a frequency distribution); (d) the age, and (e) the experience of the principals. None of the above variables affected the changes due to feedback.

We specifically chose to investigate the influences of career orientation upon the effect of feedback. Merton and Kitt (1950) found that subjects conformed to the standards of the group which they would join in the future; they considered this process to be one of "anticipatory socialization." Kinsey, Pomeroy, and Martin (1948) also found that sex behavior is apparently strongly affected by the reference group to which one aspires. It seems reasonable that social studies department chairmen who aspire to administrative positions would be more influenced than other chairmen by feedback on items that referred to administrative aspects of their job. Consequently, these chairmen should make more change toward their teachers' ideal on the items that relate to school administration. It also seems reasonable to assume that the reverse would be true, that the social studies department chairmen who did not want to become administrators would be more affected by feedback on items that reflected the social studies teacher/expert aspects of their role.

Theoretical Background

Why is it predicted that social studies department heads will change their behavior when furnished with information concerning their teachers' expectations of them? Within the theoretical framework referred to as "equilibrium theory", an answer can be found. Contributions by Heider (1958), Newcomb (1959), Osgood and Tannenbaum (1955), and Festinger (1957) have laid the foundation for equilibrium theory. The contributions of each of these writers were described and analyzed by Gage, Runkel, and Chatterjee (1960, pp. 9-19). Daw (1964, pp. 5-7) also used their application of equilibrium theory in reference to a problem similar to ours. His description is recast here in terms of the social studies department chairmen with whom we are concerned.

Basically, what Heider would designate as "imbalance" was the condition which we attempted to create. Social studies department chairmen received reports of their teachers' views of their actual behavior, and they also received reports of the teachers' views of "ideal" behavior. When a discrepancy existed between what the teachers thought his behavior should ideally be, and what the teachers indicated it actually was, the social studies chairman was assumed to be placed in a psychologically uncomfortable, or unbalanced, situation. Equilibrium theorists posit that an individual seeks to reduce his imbalance. How can a balanced state be achieved? From an analysis of Newcomb's contribution (1959), Gage, Runkel, and Chatterjee (1960) derived the following alternatives, which are stated here in terms of the behavior of the social studies chairman: A chairman can achieve balance by --

(1) Influencing others toward his own orientation to the specified behaviors, i. e., attempting to influence teachers toward the same attitude he has, whether positive or negative.

(2) Changing his orientation toward the behaviors, i. e., adopting the same attitude toward the behaviors as he perceives the teachers to have.

(3) Cognitively distorting the others' orientation, i. e., reinterpreting his perceptions of the teachers' orientation so that it becomes more like his own.

(4) Modifying his attraction toward the others, i. e., liking his social studies teachers less.

(5) Modifying his judgment of his own attractiveness to the others, i. e., feeling that the social studies teachers like him less.

(6) Modifying his own evaluation of himself, i. e., liking himself less.

(7) Modifying his judgment of the others' evaluation of themselves, i. e., perceiving the teachers to like themselves less.

(8) Tolerating the asymmetry without change.

Which of these alternatives is most likely to occur in the case of social studies department heads?

The department head may well employ Alternative 1. He may increase the frequency or conspicuousness of the behaviors in question if he feels that such behavior is like himself or preferred by him, even if he is informed that his teachers do not consider it so. In this case we would predict that, after an interval of time, the teachers would be more aware of the behavior and would rate it as more like the social studies department chairman.

Alternative 2 may also occur. Even though the experimental items were selected because they were considered important by both social studies teachers and social studies chairmen, where some discrepancy between teachers' and social studies department head's perceptions exists, the department chairman may change his orientation toward the behavior, and consequently act differently.

We made Alternative 3 less probable by giving the social studies department head accurate and clear information.

If it is true that in most social studies departments the chairman's success is dependent in some degree upon his acceptance by his social studies teachers, it would not seem likely that Alternatives 4 and 5 would be stable resolutions.

We assume it to be unlikely that, until other alternatives have been exhausted, the social studies department head will select Alternatives 6 or 7. These assumptions stem from the proposition that the self concept is relatively stable.

Alternative 8 is not a likely possibility. The social studies department head would have to remain in an "unbalanced" state, a condition he theoretically tries to avoid.

Alternatives 1 and 2 appear to be the most likely choices for social studies chairman.

Our major problem was to provide social studies department heads with teacher feedback which would influence them into changing their behavior in the direction of what their teachers described as "ideal". Throughout this study we have chosen to use the term "pressure" for what equilibrium theorists might refer to as crating an unbalanced, strained, dissonant, or incongruent state. Chapter II presents our procedures and instrumentation.

CHAPTER II

EXPERIMENTAL PROCEDURE

This chapter is devoted to a description of the procedures used in selecting the subjects, in collecting the data, in developing the items dealing with the behavior of social studies department heads, in designing the instruments, and in formulating the experimental design.

Procedure in Selecting the Subjects

We decided to experiment with social studies department chairmen because they will be important in the author's future work as an educator of social studies teachers, because an adequate number were available, and because they could in the course of the experiment supply us with many details about their roles and their role perceptions. A large number of personal data were also collected. Such significant information that social studies department heads could give us was not available elsewhere.

Our potential experimental population consisted of all social studies department chairmen in California senior high schools with an ADA of 1000 or more. Schools with a smaller ADA would not have sufficient social studies teachers to assure their anonymity in giving feedback for their department head. The California School Directory 1965-1966 listed 177 secondary school districts which employed a total of 413 potential subjects. All superintendents of districts with potential subjects were asked to give permission for the experiment to be conducted. A number of superintendents who hesitated, or who did not respond, were encouraged by a follow-up letter. Our final effort to get permission from the superintendents was a person-to-person telephone call. Table 1 depicts the response to our initial procedure in selecting subjects.

Before giving permission to invite eligible social studies chairmen, three large school districts required advance copies of our instruments, the What Do They Expect? booklet (WDTE) (Appendix C) and the Teacher Opinion Booklet (TOB) (Appendix D). But the printing of these instruments was not completed at the time that permission to to conduct the experiment was requested. Consequently, the city school districts of Los Angeles, San Diego, and San Francisco were not included in the experiment. Social studies department chairmen in those three districts were, however, included in the survey reported in Appendix F. The exclusion of Los Angeles, San Diego, and San Francisco reduced the potential population from 413 to 350.

The 154 school districts which gave permission for our experiment included 318 potential subjects. The districts which did not wish to participate employed 32 or 9.1 percent, of the potential subjects. In addition, 19 potential subjects were eliminated because they had been recently appointed to their positions, because they were in the hospital, or for other such reasons. After the superintendents had given permission to invite their social studies chairmen and before any chairmen were approached, the subjects were divided into three randomly assigned groups. This random assignment was made by consecutively numbering from one to three all potential subjects in order of their listing in the California School Directory 1965-1966. Two flips of three coins successively were used to designate one of the three groups as the experimental group and the pretest posttest control group, respectively. Table 2 depicts the level of participation at the successive stages of our experiment for each of the three randomly assigned groups studied. These groups were the experimental group (E), and two control groups: C_1 which completed both the pretest and the posttest, and C_2, which completed only the posttest.

The adjusted potential membership of all three groups was 299. That is, the 19 subjects which we eliminated from the experiment reduced our potential subjects to 299. Of these, 208 or 69.6 percent, completed all the requirements for inclusion in the experiment.

Table 1

Superintendents' Response to Request to Conduct Experiment in Their District

Total number of superintendents asked for permission to invite the eligible social studies department heads to participate in the experiment:	Number	Number	Percent
Favorable response to initial letter		112	63%
Negative response to initial letter	9		5%
Request for more information or no response	56		32%
TOTALS	177		100%
Results of follow-up letter			
Favorable response to follow-up letter		35	20%
Negative response to follow-up letter	8		5%
Request for more information or no response	13		7%
TOTALS	56		32%
Results of telephone follow-up			
Favorable response to telephone call		7	4%
Negative response to telephone call, or a request for more information than we could supply	6		3%
TOTALS	13		7%
Total favorable responses	154		87%
Total negative responses	23		13%

Table 2

Participation by Potential Subjects in the Experiment

Potential Membership		318
Deletions because:		
Subject was in hospital	5	
No departmental organization in the school	3	
Subject was no longer chairman	6	
Subject did not receive our invitation to participate	5	
Adjusted potential membership		299

	Group E		Group C_1		Group C_2	
	N	Percent	N	Percent	N	Percent
Adjusted potential membership	104	100	100	100	95	100
Return of WDTE	39		41		51	
Return of WDTE after follow-up letter	36		23		4	
Return of WDTE after follow-up letter and telephone call	19		29		17	
Total WDTE Received	94	90.4	93	93.0	72	75.8
Return TOB (Pretest)	60		56		-	
Return TOB after follow-up letter	-		18		-	
Return TOB after telephone call and follow-up letter for C_1	29		15		-	
Total TOB (Pretest) Received	89	94.5	89	95.7	-	-
Return TOB (Posttest)	40		62		35	
Return TOB after follow-up letter	-		-		7	
Return TOB after telephone call and follow-up letter for C_2	30		17		17	
Total TOB (Posttest) Received	70	78.6	79	88.7	59	81.9

Selecting the Items
Concerning the Behavior of Social Studies Department Heads

The experiment entailed asking social studies teachers to describe their actual department head and their ideal department head. Both of these protocols consisted of responses to the following set of ten items concerning social studies chairman behavior:

1. Offers concrete suggestions for improving classroom instruction.
2. Makes useful references and magazine articles available to teachers.
3. Informs teachers of administrative decisions or actions that affect their work.
4. Encourages teachers to try different methods of teaching.
5. Reports to the staff on highlights of professional meetings.
6. Provides opportunities for teachers to share ideas.
7. Notifies teachers of workshops, institutes and other opportunities for professional growth.
8. Frees teachers from as much administrative detail as possible.
9. Involves teachers in continuing improvement of the social studies program.
10. Follows each class observation with helpful comments.

In writing the items, we had certain desirable characteristics in view. Each behavior was to be one that:

-- Could be briefly stated with relatively few qualifying phrases or clauses.

-- Would occur reasonably frequently.

-- Could be changed by the social studies department chairman within the time-span of the research.

-- Could be recognized by teachers as having changed.

-- Could be worded so the social studies department chairmen were not threatened, but would feel that they were being aided.

The program for developing the items included searching relevant literature and interviewing social studies teachers, social studies department chairmen, and doctoral students in social studies education. Some of the literature searched included writings by Axley (1947), Briggs and Justman (1952), French, Hull, and Dodds (1957), Douglass (1954), Novak (1958), and Satlow (1963). Interviews were conducted with ten social studies teachers, five social studies department heads, and four doctoral students in social studies education. The interviews commenced with a short statement of purpose for the interview and elicited a discussion of the role of the social studies department chairman. The search of the literature and the interviews yielded 40 specific items of social studies department head behavior.

The list of 40 items was given to three groups of judges with instructions calling for their judgment on (1) how easily a social studies department chairman could improve his behavior on the item, and (2) how important the behavior was for a social studies chairman. The actual instructions are presented in Appendix B. The first group of judges consisted of 15 advanced graduate students in school administration, the second group was made up of 36 social studies intern teachers, and the third group consisted of 15 experienced social studies teachers. On the basis of these teacher and administrator judgments, 20 items of behavior were selected which had the highest ratings on both importance and improvability - - that is, the items judged to be easiest to improve and, at the same time, of greatest importance in social studies department chairman behavior.

Using their professional judgment, three professors of education at Stanford University reduced the 20 items to 10. One of the guidelines in the final selection was the requirement that some of the behaviors should reflect the administrative aspects of the role of a social studies chairman, and another set of behaviors should represent the teacher/ social studies expert role. Items 3 and 8 were selected to reflect administration-oriented behavior, and Items 2 and 4 to reflect the teacher/ social studies expert role.

The Instruments

The Introductory Instrument for Social Studies Department Heads (WDTE)

An introductory letter and a booklet entitled, What Do They Expect? (Appendix C) was sent to each social studies department head. The introductory booklet presented our experiment as a new service for social studies department chairmen. We offered to provide the department head with information about how his teachers viewed his behavior. The attractive and eye-catching features of the WDTE booklet and the offer of service were intended to encourage participation.

The last eight pages of the WDTE booklet contained a questionnaire designed to gather information pertaining to the role, personal characteristics, perceptions, and activities of social studies chairmen. Items for this questionnaire were developed on the basis of a search of the literature on department heads and interviews with social studies chairmen, secondary school principals, and social studies teachers. In addition, specialists in social studies education at Stanford University were consulted. A trial questionnaire was constructed and administered to five secondary school principals, five social studies department heads, and ten social studies teachers. Advice from these sources was used to construct a second trial questionnaire for a similar group of subjects. In consultation with several professors of education at Stanford University, and following the suggestions as to questionnaire construction of such writers as Nixon (1954) and Goode and Hatt (1952), the final instrument was developed.

The WDTE booklet also asked the department heads to rate themselves and an ideal social studies department head on each of the ten experimental behaviors. The reason for asking the social studies chairmen to complete this section was to make certain that all chairmen were aware of the items that teachers would be rating, and it also seemed useful to familiarize the department heads with the scale we employed. The ideal self-ratings for each department head were also necessary for one of our analyses.

The Teacher Opinion Booklet (TOB)

The Teacher Opinion Booklet (TOB), shown in Appendix D, contained the ten items and two sets of directions. For Part I, used to collect ratings of "Actual" social studies department heads, the directions were:

> When you turn this page you will find some items which describe social studies chairman behavior.
>
> After each item are eight different answers. Pick one of these answers and write the number corresponding to the answer next to the number of the item on the answer card and under the first column marked PART I: How Much Like Your Social Studies Chairman?
>
> Here is an example:
>
> 0. Purchases maps and charts for social studies teachers.
>
> 1. Completely LIKE my chairman
> 2. Very much LIKE my chairman
> 3. Somewhat LIKE my chairman
> 4. A little bit LIKE my chairman
> 5. A little bit UNLIKE my chairman
> 6. Somewhat UNLIKE my chairman
> 7. Very much UNLIKE my chairman

8. Completely UNLIKE my
chairman

If you decided to choose "2", you would write "2" on the answer card.

First,
Read the sentence which tells you
what your department head might do.
Then,
write the number corresponding to your answer
on the answer card in the first column,
next to the number of the item.

Sometimes you may feel that a selection of only one of the eight different answers is difficult. Two of the choices may be so close that it is not easy to decide on only one answer.
Even in such cases, please make a choice.
You should choose only one answer to each question. Please go along thoughtfully, but you need not take much time.

For the rating of the "ideal" social studies department chairman, the directions read:

You should mark the questions in this part by the same method as in Part I.

BUT --
This time think of the BEST SOCIAL STUDIES DEPARTMENT CHAIRMAN YOU CAN IMAGINE.

In the rest of the booklet, think of the
best social studies chairman you can imagine,
and think how that department head would act.
Pick only one of the answers and write
the number of that answer on the answer
card next to the number of the item
under the column marked PART II:
How Much Like the Best Social Studies Chairman?

Now, go ahead.

These instructions were accompanied by directions which the social studies department chairman was to read aloud to his teachers. The TOBs were accompanied by answer cards and an envelope. The answer cards were to be placed in the envelope and sealed.

The face of the TOB stated:

This booklet has in it
some interesting questions about
social studies chairmen.

Your answers will be sealed in an envelope
and sent directly to Stanford University.

No one at your school or in your district
will know how you answered these questions.

The oral instructions which were read aloud by the social studies department chairman stated:

> You are asked to respond to a small number of questions about social studies department chairmen. Stanford University is conducting this investigation under a grant of the U. S. Office of Education and in consultation with the California Council for the Social studies. As the cover of the booklet indicates, no one in our school will ever see your individual answers, nor will our school be iden-

> tified in any report.
>
> This part of the study seeks your opinion. There are no right or wrong answers. An answer that expresses your considered opinion is correct. Please be truthful and report as accurately as you can what you see me do. When you are finished (please do not start yet) put the card in this envelope (show and leave in a convenient place). We are asked to have the newest department member take charge of the envelope. This will be Mr. /Miss/ or Mrs. / ____________. Would you please see to it that this envelope gets sealed when you all are finished, and that it is mailed today?
>
> In the space for School Number write ____________. (Your code number is printed on the outside of the return envelope).
>
> Now read the directions and go ahead. I will try to answer any questions that you may have.

To insure privacy, the social studies department chairmen were instructed as follows:

> You should:
>
> 1. Stand far enough away from the nearest teacher so that you cannot look at the answer card.
> 2. Answer questions from where you are. Do not go to a teacher to answer questions.
> 3. Not accept any cards yourself, but direct teachers to place these in the envelope.
> 4. Ask the teacher in charge of the envelope to seal it in the presence of all.

The TOBs for the posttest were identical to those used for the pretest. However, an alternate set of instructions for administering the TOBs was made available. The department heads were encouraged to use the original procedure, that is - - call a departmental meeting and administer the TOBs. But the following set of instructions was offered as an acceptable alternative:

> Since your teachers have used this form before, you may want to save meeting time, and you can. The following alternate procedure is acceptable.
>
> 1. Supply each of your teachers with:
>   a. booklet
>   b. answer card
>   c. envelope

2. Designate the newest teacher to receive envelopes, and to mail all the sealed envelopes to us inside the large stamped envelope.
3. Write a short set of instructions for faculty members to tell them:
   a. to whom to return the envelope
   b. deadline
   c. to work individually

All TOBs for the posttest were mailed with sufficient small envelopes for each teacher. The latter method of administration was used for 41 percent of the posttest returns.

All answer cards came back in sealed envelopes.

The Report on Your Teachers' Opinions (RYTO)

The Report on Your Teachers' Opinions (RYTO), shown in Appendix E, contained ten charts, one chart for each of the items. Each chart consisted of two scales, one scale for indicating the rating of the actual social studies chairman by his teachers, and the second scale for indicating the rating of the ideal social studies department chairman. Median ratings were marked by means of large triangular red and blue imprints from rubber stamps. The first chart of the RYTO in Appendix E has been stamped to show a finished page of feedback as it was received by the social studies department chairmen.

Gage, Runkel, and Chatterjee (1960), and Daw (1964) sent their subjects a questionnaire to determine the reaction to their version of the RYTO. These researchers reported that the reaction was very favorable, and that the RYTOs were, according to the recipients, carefully read. We did not repeat this aspect of their research. However, we made person-to-person telephone calls to 35 department chairmen in the experimental group, who were tardy in returning their posttest TOBs. Following each telephone conversation, we rated the recipients reaction to their RYTO. These 35 social studies chairmen who reported on their RYTO were, of course, hardly the most enthusiastic segment of the chairmen in our experiment, in as much as they needed the

the person-to-person telephone call to encourage them to return the posttest TOBs. All these chairmen reported that they had read their RYTO. Of this group, 18 chairmen were rated as enthusiastic about the feedback they had received, 12 were rated as having found their RYTO interesting and of value, and the ratings of 5 social studies chairmen indicated that they had found the feedback of little or no value, and not too interesting. The work of Gage, Runkel, and Chatterjee (1960), and Daw (1964), and the overall favorable response of our sample gave us confidence that the RYTOs were studied by the department chairmen, and that they were an effective means of communication.

The Experimental Design

Our experiment followed closely, but not exactly the experimental design which Campbell and Stanley (1963) entitled the Solomon Four-Group Design:

Experimental Group (E)	:	R	0_1	X	0_2
Control Group I (C_1)	:	R	0_3		0_4
(Inapplicable	:	R		X	0_5)
Control Group II (C_2)	:	R			0_6

where *X* represents the exposure of the group to the experimental treatment, *0* refers to the measurement or process of observation, *R* indicates random assignment to separate treatment groups, *Xs* and *Os* vertical to one another are simultaneous, and the left-to-right dimension indicates temporal order and treatment to the same subjects. The parallel rows represent equivalent samples of persons. The third row (representing - *X* *0*) was not incorporated in the experiment, since it was impossible to furnish feedback to a group of social studies department heads that was not pretested, when the source of the feedback (*X*) was a pretest.

Extraneous Variable Controlled:

Several sources of differences between pretest and posttest might have operated in additon to the feedback. Using the terminology of Campbell and Stanley (1963), one can say that the rival explanations eliminated by our design were those due to:

"History," i.e., specific events, other than X, that might affect posttest ratings. A large attendance by social studies department heads at the spring conference of the California Council for the Social Studies might have had such an effect, but it would presumably have been the same for both the experimental and the control groups.

"Maturation," i.e., the effect of systematic passage of time. In our experiment, differences in subjects in the middle of the school year, and near the close of a school year had to be considered, but these would be the same for E and C groups.

"Testing," i.e., changes in the social studies department chairmen due to their having been rated the first time. These also would be the same for E and C_1.

"Instrumentation," i.e., shifts in measurement conditions, as when raters become more experienced.

"Regression," i.e., shifts toward the mean due to unreliability of the measurements or random instability in the things measured. These shifts would be the same for E and C groups.

"Selection," i.e., biased recruitment of subjects in the experimental and control groups. This would be controlled by our random assignment of department heads to treatment groups.

The use of C_2 groups (the posttest-only group) controlled unintended feedback or sensitization received by group C_1 (the pretest-posttest only group) simply from participating in the pretest.

Limitations Due to Measurement Procedures and Experimental Design

In this experiment, only ratings were relied upon as measurement devices. These ratings of social studies department chairmen were made by their teachers, and by the department head themselves. Other measures of department head behavior, such as ratings by other observers or personal interview, would throw light on the validity of the ratings.

Interaction of testing and X, a factor that might affect external validity of an experiment, and one that is normally controlled in a Solomon Four-Group Design, was not controlled in our study. The impossibility of including an R - X 0 Group in our experiment made this ommision a necessity.

Experimental mortality was also not adequately controlled for lack of the R - X 0 Group. The possibility exists that a biased subset of E subjects dropped from the experiment. The means of the E and C_1 subjects who completed and of those who did not complete all the requirements of the experiment, are presented in Table 3. In both E and C_1 groups the means of the subjects who dropped from the experiment were higher (less favorable) than those of the remaining subjects. These higher means suggest that a biased sub-set dropped from the experiment. But both E and C_1 groups were affected. The effect of feedback could only have been influenced to the degree that the means of the drop-outs from Group E exceeded those of the drop-outs from Group C_1.

The means for the E drop-outs were somewhat higher than the means for the C_1 subjects who dropped from the experiment. These differences between the two groups of drop-outs may have had an equalizing effect because the means for the total E group were also higher than the means for the total C_1 group. The remaining differences between the two groups were further equalized by analysis of covariance which we employed in the analysis of the data.

Table 3

A Comparison of Pretest Means[1] of Subjects who Completed and who Dropped from Experiment

Item	Experimental Group Total (N=87)	 Dropped (N=17)	 Completed (N=70)	Control Group C_1 Total (N=88)	 Dropped (N=9)	 Completed (N=79)
1	3.47	4.32	3.26	3.19	3.50	3.16
2	2.44	2.79	2.35	2.39	2.78	2.34
3	1.88	2.32	1.77	1.81	1.83	1.81
4	3.08	3.59	2.96	3.07	3.31	3.04
5	2.41	3.06	2.25	2.34	2.50	2.32
6	2.51	2.97	2.40	2.42	2.83	2.37
7	1.82	2.06	1.76	1.82	1.83	1.82
8	1.98	2.06	1.96	2.11	2.33	2.09
9	2.47	2.76	2.40	2.25	2.44	2.23
10	4.15	5.21	3.89	4.36	4.83	4.31
1-10	2.62	3.11	2.50	2.58	2.82	2.55

---

[1] Means for this table refers to the means of median ratings.

Differences between the Present Experiment and Earlier Research

The refinements and changes of the present experiment over the research by Gage, Runkel, and Chatterjee (1960), and Daw (1964) are listed below:

1. A "Posttest only" group, C_2, was used to control unintended feedback received by the C_1 group simply because of participation in the pretest. Daw (1964) used such a group, but Gage, Runkel, and Chatterjee (1960) did not.

2. The subjects of the experiment were social studies department chairmen who received teacher feedback. Gage, Runkel, and Chatterjee (1960) used teachers and pupil feedback. Daw (1964) experimented with elementary principals and teacher feedback.

3. The six-point ratings scale of Gage, Runkel, and Chatterjee (1960), and Daw (1964) was extended to a more refined eight-point scale.

4. The follow-up method for non-respondents was changed from letters, as used by Gage, Runkel, and Chatterjee (1960), and Daw (1964) to letters and person-to-person telephone calls.

5. Gage, Runkel, and Chatterjee (1960), and Daw (1964) collected only data essential to the experiment. The present experiment collected other data in the process of dealing with social studies department chairmen.

6. No previous investigation that has come to our attention has been made of the influence of a reference group upon the effect of feedback. The present experiment investigated the effect of this variable.

7. Gage, Runkel, and Chatterjee (1960), and Daw (1964) did not consider the amount of pressure they created in their subjects. The present experiment attempted to analyze the data in terms of this variable.

8. Gage, Runkel, and Chatterjee (1960), and Daw (1964) ignored

the possibility that the subjects' ideal rating may correspond to the actual ratings he receives from significant others, and that he may be reinforced in his behavior by such ratings, even though the ideal ratings of the significant others differ from their actual ratings of his behavior. This experiment investigated this important possibility.

9. Gage, Runkel, and Chatterjee (1960), and Daw (1964) made no effort to validate the ratings by students or teachers against self-ratings by teachers and principals, respectively. In our experiment the subjects also rated themselves, and the ratings of the teachers and the social studies chairmen were compared.

CHAPTER III

RESULTS

This chapter contains the results of the experiment. Teachers furnished us with these protocols for which the following symbols are used:

Pre-ACT--the teachers' description of the actual behavior of their social studies department head on the pretest.

Post-ACT--the teachers' description of the actual behavior of their social studies department head on the posttest.

Pre-IDL--the teachers' description of the ideal behavior of a social studies department head on the pretest.

Pre-SELF ACT--the social studies chairman's description of his own actual behavior in the WDTE

Pre-SELF IDL--the social studies chairman's description of the ideal behavior of a social studies department head in the WDTE.

All pre-ACT ratings were made prior to any feedback to the department heads. Post-ACT ratings were made six to eight weeks after feedback to the E group, but prior to feedback to the C groups.

The major Hypothesis - Result of Feedback

The major question to be answered was, "Do social studies department chairmen who are furnished with information about how their teachers rate them and how their teachers describe an ideal social studies department head change more in the direction of the ideal as described by their teachers, than do department heads who are not given such information? We hypothesized that they would. In our experiment, the experimental group was given such feedback and the control groups did not receive feedback until after the posttest.

The Hypothesis was based on the expectation that sufficient difference to create pressure exists between what teachers describe as actual and ideal behavior of social studies department chairmen. Table 4 gives the pre-ACT and the pre-IDL means of the median ratings which we furnished the experimental social studies department heads. All pre-ACT mean scores fell short of ideal expectations. It should be noted that, although the magnitudes are hard to interpret in any absolute sense, the pre-ACT and pre-IDL scores seem relatively close, and much closer than we anticipated. Consequently, we may have created less pressure in the social studies chairmen than we expected.

To take into account possible initial differences which related to our experimental items between the experimental group and the control groups, analysis of covariance was used. The pre-ACT ratings served as co-variates, the post-ACT ratings were the dependent variables, and the feedback of teacher ratings of actual and ideal social studies chairmen was the independent variable. An analysis was made for each of the 10 experimental items and an eleventh "item", namely, the mean score on items 1-10. The results are tabulated in Table 5, which presents the pre-ACT, post-ACT, and adjusted post-ACT means for Groups E and C_1. The F-ratios for differences between C_1 and E adjusted post-ACT means are also given. For two of the 11 items, Items 3 and 5, the differences between the adjusted post-ACT means for E and C_1 proved to be significant. These two items were:

3. Informs teachers of administrative decisions or actions that affect their work.

5. Reports to the staff on highlights of professional meetings.

Item 3 had been rated as highly subject to change in the process of selecting items for the experiment, but Item 5 was rated only moderately subject to change. We suspect that the combination of our feedback, and the additional opportunity to report on the annual meeting of the California Council for the Social Studies, which was held during

Table 4

Means[1], Differences between Means of Actual and Ideal Teacher Ratings for the Experimental Group.

Item	Pre-ACT Mean[1]	Pre-IDL Mean[1]	Difference between Means[1]
1	3.26	1.78	1.48
2	2.35	1.37	0.98
3	1.77	1.11	0.66
4	2.96	1.74	1.22
5	2.25	1.44	0.81
6	2.40	1.37	1.03
7	1.76	1.20	0.56
8	1.96	1.19	0.77
9	2.40	1.35	1.05
10	3.89	1.65	2.24
1-10	2.50	1.42	1.08

N = 70

[1] Means for this table refers to the means of the median ratings which were used as feedback to social studies department heads. In other tables, unless specifically marked, means of mean ratings are employed. Median ratings, and means of median ratings, are reported where they relate to the feedback we supplied.

NOTE: Throughout this report we used the following scale with its corresponding numbers.

1. Completely LIKE my chairman
2. Very much LIKE my chairman
3. Somewhat LIKE my chairman
4. A little bit LIKE my chairman
5. A little bit UNLIKE my chairman
6. Somewhat UNLIKE my chairman
7. Very much UNLIKE my chairman
8. Completely UNLIKE my chairman

Table 5

A Comparison of the Experimental and Pretest - Posttest Control Group[1]

Item	Pre-ACT Means E	Pre-ACT Means C_1	Post-ACT Means E	Post-ACT Means C_1	Adjusted Post-ACT Means E	Adjusted Post-ACT Means C_1	F Ratios
1	3.29	3.49	3.44	3.66	3.52	3.58	0.18
2	2.55	2.57	2.72	2.65	2.73	2.64	0.52
3	1.96	2.05	1.97	2.22	2.00	2.20	3.92*
4	3.14	3.31	3.22	3.56	3.30	3.50	1.63
5	2.59	2.57	2.62	2.92	2.61	2.92	5.77*
6	2.59	2.57	2.77	2.96	2.77	2.96	2.98
7	2.01	1.98	2.15	2.26	2.14	2.27	1.54
8	2.29	2.47	2.44	2.69	2.50	2.63	1.12
9	2.48	2.48	2.67	2.74	2.67	2.74	0.13
10	3.92	4.35	3.98	4.48	4.17	4.32	0.58
1-10	2.68	2.79	2.80	3.01	2.85	2.97	2.24

---

*Significant at the .05 level

$N_E = 70$

$N_{C_1} = 79$

[1] All post-ACT ratings were numerically farther removed from the pre-IDL ratings than were the pre-ACT ratings. This unexpected development is discussed later in this chapter.

the course of our experiment, may have made the experimental social studies chairmen more cognizant of their opportunities to be of service to their teachers in respect to Item 5.

We hypothesized that the differences between the adjusted post-ACT means and the pre-IDL means would be smaller for Group E than for the Goup C_1. In Table 6 the adjusted post-ACT means, the pre-IDL means of the median ratings, and the differences between the two means are presented. Support for our hypothesis is found in 8 of the 10 items. Only for Item 2, "Makes useful references and magazine articles available to teachers," did Group C_1 more closely approximate the pre-IDL. For Item 10, "Follows each classroom observation with helpful comments," the adjusted post-ACT minus pre-IDL differences for Groups E and C_1 were exactly the same. It seems likely that in spite of a high rating on changeability for this item at the time that we developed our experimental behaviors, few department heads had an opportunity to change because of feedback. As is shown in Appendix F (Tables F59, F60, and F61) the number of observations that social studies department heads make seems to be rather small, only 42 percent making any visits at all to regular teachers.

The total influence of our teacher feedback to social studies department heads is difficult to judge in the absence of other data. Only for two items was the change due to feedback statistically significant. However, the direction of change was predominantly in the hypothesized direction, and feedback appears to be responsible for this shift. Statistical significance is not, of course, the same as educational and social significance, nor is the latter a necessary function of the number of items on which statistically significant differences are obtained. All in all, the evidence of change in probably important behaviors due to a relatively simple and feasible intervention is fairly convincing, but further research is needed to make the case for such feedback even more persuasive.

Table 6

A Comparison of the Adjusted Post-ACT and pre-IDL Ratings for the Experimental and Pretest-Posttest Control Group

	Adjusted Post-ACT Means		Pre-IDL Means of Medians		Adjusted Post-ACT Minus Pre-IDL		Is Difference Between Remainders in Hypothesized Direction?
Item	E	C_1	E	C_1	E	C_1	
1	3.52	3.58	1.78	1.79	1.74	1.79	Yes
2	2.73	2.64	1.37	1.30	1.36	1.34	No
3	2.00	2.20	1.11	1.08	0.89	1.12	Yes
4	3.30	3.50	1.74	1.80	1.56	1.70	Yes
5	2.61	2.92	1.44	1.41	1.17	1.51	Yes
6	2.77	2.96	1.37	1.34	1.40	1.62	Yes
7	2.14	2.27	1.20	1.14	0.94	1.13	Yes
8	2.50	2.63	1.19	1.20	1.31	1.43	Yes
9	2.67	2.74	1.35	1.32	1.32	1.42	Yes
10	4.17	4.32	1.65	1.80	2.52	2.52	Same
1-10	2.85	2.97	1.42	1.42	1.43	1.55	Yes

$N_E = 70$

$N_{C_1} = 79$

Comparison of the Control Groups

We had reason to wonder if the questionnaire which was included in WDTE might act similarly to our feedback. Daw (1964) found that his small questionnaire had no influence upon his experiment, but our questionnaire was extensive and dealt with many important aspects of the role of a social studies department head. A number of comments from subjects let us know that some social studies chairmen looked upon the WDTE questionnaire as a useful list of what department heads ought to do. For example, one chairman wrote, "I have been reticent to return this booklet to you because I like the items in it as a self evaluation check list. Please return it to me if you can." The C_2 group served as a control upon unintended feedback to C_1.

Table 7 presents the pre-ACT and post-ACT means of C_1 and C_2 and the F-ratios for differences between these means. For Items 5, 6, 7, 9, and Item 1-10 a significant difference exists between the pre-ACT means of C_1 and the post-ACT means of C_2. But no significant differences were found between the post-ACT means of the two control groups. (On eight of the ten items, the post-ACT C_1 mean was slightly smaller than the post-ACT C_2 mean.) Since there were no significant differences between the post-ACT means of C_1 and C_2, we ruled out the possibility that unintended feedback to C_1 produced the effect of our independent variable--feedback. The differences between pre-ACT C_1 means and post-ACT C_2 means may have been a function of time. Whatever the reason for the differences between the pre-ACT means of C_1 and the post-ACT means of C_2 may have been, the fact that there were no significant differences between the post-ACT means of these two control groups indicates that changes in subjects were due to factors other than feedback and that these factors influenced all groups in our experiment. The significant differences between pre-ACT C_1 and post-ACT C_2 did not influence the results of our study. We supposed that the approaching of the end of the school year, the necessary planning

Table 7

A Comparison of the Pretest-Posttest and Posttest Only Control Groups

Item	Pre-ACT Means C_1	Post-ACT Means C_1	Post-ACT Means C_2	F-ratio for pre-ACT C_1 vs. post-ACT C_2	F-ratio for post-ACT C_1 vs. post-ACT C_2
1	3.49	3.66	3.87	3.36	1.05
2	2.57	2.65	2.84	2.19	1.10
3	2.05	2.22	2.27	1.83	0.08
4	3.31	3.65	3.63	2.26	0.09
5	2.57	2.92	2.97	4.01*	0.06
6	2.57	2.96	3.06	7.12**	0.36
7	1.98	2.26	2.43	7.42**	1.01
8	2.47	2.69	2.54	0.21	0.70
9	2.48	2.74	2.91	6.42*	0.82
10	4.35	4.48	4.57	0.55	0.10
1-10	2.79	3.01	3.11	4.45*	0.12

---

* significant at the .05 level

** significant at the .01 level

$N_{C_1} = 79$

$N_{C_2} = 59$

for the next school year, and other activities with which social studies departments and the individual teachers might be engaged, may have affected the way teachers rate in May as compared to how they rate in February and March. The spring conference of the California Council for the Social Studies, and announcements of many available institutes and summer programs for social studies teachers may also have changed the behavior of social studies department heads on Items 5 and 7.

Perhaps for the reasons mentioned above or for other reasons, the post-ACT means for Groups E and C_1 were farther removed from the pre-IDL means than were the pre-ACT means. This unexpected change in the way teachers rated did not affect the validity of our experiment, because, as the C_2 ratings indicate, all three groups received less favorable post-ACT ratings. But it is noteworthy in itself. Social Studies teachers are apparently much more critical of their department head toward the end of the school year than earlier. Our data did not reveal whether social studies department chairmen actually behave less in accordance with their teacher's satisfaction toward the close of the school year, or whether teachers simply rate lower at that time. In either case, the higher (less favorable) post-ACT ratings made our feedback appear as if it had an effect of anchoring ratings to the pre-IDL instead of effecting a shift toward the pre-IDL ratings. That is, the feedback seems to "reduce deterioriation" in the favorability of the ratings rather than "increase improvement" in them.

Social Studies Teachers and the Experimental Items

It is of interest to note how social studies teachers rate their actual and ideal social studies chairman. Table 8 presents the means and the rank order of the means for the pre-ACT, post-ACT, and pre-IDL ratings for E and C_1. Rank order correlations are also given. The high correlations (.95, .95, .94, .93, .92, and .88) of ratings of the behaviors of actual and ideal social studies chairmen indicate that

Table 8

Pre-ACT, Post-ACT, and Pre-IDL Means, Rank Order, and Rank Order Correlations for the Experimental and Pretest-Posttest Control Group

	E						C_1					
Item	Pre-ACT Mean	Rank	Post-ACT Mean	Rank	Pre-IDL Mean[1]	Rank	Pre-ACT Mean	Rank	Post-ACT Mean	Rank	Pre-IDL Mean[1]	Rank
1	3.29	9	3.44	9	1.78	10	3.49	9	3.66	9	1.79	8
2	2.55	5	2.72	6	1.37	5.5	2.57	6	2.65	3	1.30	4
3	1.96	1	1.97	1	1.11	1	2.05	2	2.22	1	1.08	1
4	3.14	8	3.22	8	1.74	9	3.31	8	3.65	8	1.80	9.5
5	2.59	6.5	2.62	4	1.44	7	2.57	6	2.92	6	1.41	7
6	2.59	6.5	2.77	7	1.37	5.5	2.57	6	2.96	7	1.34	6
7	2.01	2	2.15	2	1.20	3	1.98	1	2.26	2	1.14	2
8	2.29	3	2.44	3	1.19	2	2.47	3	2.69	4	1.20	3
9	2.48	4	2.67	5	1.35	4	2.48	4	2.74	5	1.32	5
10	3.92	10	3.98	10	1.65	8	4.35	10	4.48	10	1.80	9.5

$\text{Rho}_{\text{Pre-ACT -- Post-ACT}}$ = .95

$\text{Rho}_{\text{Pre-ACT -- Pre-IDL}}$ = .94

$\text{Rho}_{\text{Post-ACT -- Pre-IDL}}$ = .88

$\text{Rho}_{\text{Pre-ACT -- Post-ACT}}$ = .92

$\text{Rho}_{\text{Pre-ACT -- Pre-IDL}}$ = .93

$\text{Rho}_{\text{Post-ACT -- Pre-IDL}}$ = .95

---

[1] All pre-IDL means for this table refer to means of median ratings

the chairmen did emphasize aspects of their role which teachers thought most desirable. A comparison of the behaviors of social studies department heads and their rank order suggests that teachers perceived the most desirable functions of a chairman to be those of an adminstrative facilitator. Department head activities which brought his direct influence to bear upon the teachers' classroom activities appeared to be less acceptable to teachers. If social studies department chairmen follow through on what they reported as behavior of ideal department heads in regard to supervision of teaching and aiding teachers with evaluation and methodologies of teaching, which would mean much more direct contact with the actual teaching process, some conflict between teachers and chairmen may develop. (See, in Appendix F, Tables F 51, F 52, F59, F 60, and F 61).

The Influence of Pressure-to-Change Upon the Effect of Feedback

Inter-Item Relations between Change and Pressure

We expected a positive correlation of the differences between the adjusted post-ACT means of E and C_1 and the differences between the pre-ACT and pre-IDL means of median ratings, since the latter differences constituted the amount of pressure to change. Table 9 gives these means and differences with their rank order. The Rho rank order correlation, .13, is quite small, and no consistent trend is apparent.

Intra-group Relations between Change and Pressure

We hypothesized not only that the social studies department heads who receive feedback change in the direction of the pre-IDL ratings of their teachers, but also that this change depends on the amount of pressure for change which we assumed that we created with the feedback. To measure the amount of pressure for each department head we subtracted his pre-IDL ratings from his pre-ACT ratings on Item 1-10, for

Table 9

Rank Order for the Differences between Adjusted Post-ACT Means and the Differences between Pre-IDL and Pre-ACT Means for the Experimental and Pretest-Posttest Control Group

Item	Adjusted Post-ACT Means				Differences between E Pre-IDL and Pre-ACT Means[1]	
	E	C_1	C_1 minus E	Rank		Rank
1	3.52	3.58	.06	9	1.48	9
2	2.73	2.64	-.09	10	0.98	5
3	2.00	2.20	.20	2.5	0.66	2
4	3.30	3.50	.20	2.5	1.22	8
5	2.61	2.92	.31	1	0.81	4
6	2.77	2.96	.19	4	1.03	6
7	2.14	2.27	.13	6.5	0.56	1
8	2.50	2.63	.13	6.5	0.77	3
9	2.67	2.74	.07	8	1.05	7
10	4.17	4.32	.15	5	2.24	10
1-10	2.85	2.97	.12		1.08	

---

[1] Means refers to mean of median ratings

Rho for rank order correlation is .13

N_E = 70

N_{C_1} = 79

both E and C_1 subjects. These differences were ordered by magnitude, and E and C_1 were each divided into three subgroups: a high pressure group (HiP), a medium pressure group (MeP), and a low pressure group (LoP). We predicted that the HiP subgroup of social studies department heads would make larger gains toward the pre-IDL than would the MeP subgroup, and that the MeP subgroup would make larger gains toward the pre-IDL than the LoP subgroup. In each case, the gain was measured as the difference between the adjusted post-ACT means of the E and C_1 subgroups. That is, the C_1 group provided the baseline from which gain was measured.

The median pre-ACT and pre-IDL ratings for each of the subgroups and the differences between the mean pre-ACT and pre-IDL ratings are presented in Table 10 and 11. Item 1-10, which was used to establish the three subgroups, discriminated accurately for the other 10 items because, for all 10 items, the differences between pre-ACT and pre-IDL for the HiP subgroups were larger than were those for the MeP subgroups, and the MeP subgroups' differences were larger than those for the LoP subgroups.

Analysis of covariance was performed for each of the three subgroups. Table 12 presents the pre-ACT, post-ACT, and adjusted post-ACT means of the mean ratings, and the F-ratios for the differences between the adjusted post-Act means for the HiP, MeP, and LoP subgroups of E and C_1. The HiP F-ratios indicated significant differences for the same two items, Items 3 and 5, as did the analysis of covariance for the entire Groups E and C_1. As this group, presumably, had been subject to more than average pressure, we expected more significant differences, but this was not the case. None of the MeP F-ratios was significant at the .05 level. Only one LoP F-ratio was significant, namely that for Item 2, the one item for which the direction of change was counter to the hypothesis in the comparison between E and C_1. The direction of change for Item 2 in the LoP subgroup also was counter to

Table 10

Means[1] of Pre-ACT and Pre-IDL Ratings for High-Pressure, Medium-Pressure, and Low-Pressure Experimental and Pretest-Posttest Subgroups

	E						C_1					
	HiP (N=23)		MeP (N=24)		LoP (N=23)		HiP (N=26)		MeP (N=28)		LoP (N=26)	
Item	Pre-ACT	Pre-IDL	Pre-ACT	Pre-IDL	Pre-ACT	Pre-IDL	Pre-ACT	Pre-IDL	Pre-ACT	Pre-IDL	Pre-ACT	Pre-IDL
1	3.96	1.72	3.44	1.85	2.22	1.67	4.33	1.87	3.00	1.86	2.17	1.71
2	3.16	1.26	2.21	1.48	1.57	1.33	3.29	1.19	2.27	1.59	1.48	1.27
3	2.39	1.20	1.60	1.04	1.26	1.17	2.42	1.08	1.75	1.18	1.27	1.04
4	3.72	1.74	2.90	1.83	2.22	1.67	4.38	1.77	2.66	1.93	2.12	1.69
5	2.96	1.57	2.19	1.31	1.63	1.37	3.02	1.35	2.21	1.50	1.73	1.37
6	3.06	1.35	2.38	1.48	1.76	1.35	3.25	1.25	2.23	1.52	1.63	1.25
7	2.41	1.17	1.81	1.31	1.22	1.11	2.42	1.04	1.64	1.23	1.38	1.13
8	2.52	1.22	1.88	1.10	1.50	1.13	2.83	1.35	1.98	1.21	1.46	1.10
9	2.93	1.22	2.42	1.38	1.80	1.43	2.90	1.42	2.16	1.34	1.65	1.29
10	5.41	1.72	3.96	1.77	2.20	1.50	6.31	1.79	4.07	2.09	2.56	1.60
1-10	3.27	1.42	2.48	1.46	1.72	1.37	3.52	1.41	2.40	1.54	1.75	1.34

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[1] Means for this table refers to the means of the median ratings.

Table 11

Pre-ACT Minus Pre-IDL Ratings for High-Pressure, Medium-Pressure, and Low-Pressure Experimental and Pretest-Posttest Subgroups

	E			C_1		
Item	HiP^1 (N=23)	MeP^2 (N=24)	LoP^3 (N=23)	HiP^4 (N=26)	MeP^5 (N=28)	LoP^6 (N=26)
1	2.24	1.59	.55	2.46	1.14	.46
2	1.90	.73	.24	2.10	.63	.21
3	1.19	.56	.09	1.34	.57	.25
4	1.98	1.07	.55	2.61	.73	.43
5	1.39	.88	.26	1.67	.71	.36
6	1.71	.90	.41	2.00	.71	.38
7	1.24	.50	.11	1.38	.41	.25
8	1.30	.78	.37	1.48	.77	.36
9	1.71	1.04	.37	1.48	.82	.36
10	3.69	2.19	.70	4.52	1.98	.96
1-10	1.85	1.02	.35	2.09	.86	.41

Table 12

A Comparison of the High-Pressure Experimental and Pretest-Posttest Control Group

	E (N=23)			C_1 (N=26)			
Item	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	F Ratio
1	4.18	4.07	4.26	4.61	4.56	4.40	0.25
2	3.52	3.30	3.29	3.47	3.42	3.43	0.32
3	2.52	2.24	2.44	2.59	2.85	2.83	4.31*
4	4.00	3.99	4.30	4.64	4.59	4.32	0.01
5	3.33	3.22	3.22	3.34	3.71	3.71	4.29*
6	3.44	3.54	3.54	3.46	3.76	3.76	0.80
7	2.61	2.55	2.54	2.58	2.76	2.77	1.20
8	2.92	3.00	3.14	3.31	3.40	3.23	0.33
9	3.22	3.36	3.39	3.30	3.37	3.35	0.03
10	5.19	5.00	5.23	5.79	5.63	5.43	0.20
1-10	3.49	3.45	3.54	3.71	3.81	3.72	1.05

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*significant at the .05 level

Table 12 (cont.)

A Comparison of the Medium-Pressure Experimental and Pretest-Posttest Control Group

	E (N=24)			C_1 (N=28)			
Item	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	F Ratio
1	3.30	3.53	3.55	3.35	3.49	3.47	0.13
2	2.38	2.61	2.63	2.44	2.60	2.57	0.16
3	1.87	1.87	1.91	2.03	2.09	2.06	0.74
4	3.13	3.15	3.09	2.98	2.21	2.26	0.99
5	2.60	2.51	2.47	2.44	2.82	2.85	2.63
6	2.53	2.65	2.60	2.41	2.87	2.91	3.89
7	1.95	2.03	2.00	1.88	2.19	2.22	1.73
8	2.30	2.42	2.45	2.40	2.59	2.57	0.33
9	2.43	2.66	2.62	2.33	2.72	2.76	0.44
10	4.02	4.05	4.20	4.32	4.43	4.30	0.14
1-10	2.65	2.75	2.75	2.65	2.91	2.91	1.21

Table 12 (cont.)

A Comparison of the Low-Pressure Experimental and Pretest-Posttest Control Group

	E (N=23)			C_1 (N=26)			
Item	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	Pre-ACT Means	Post-ACT Means	Adj. Post-ACT Means	F Ratio
1	2.39	2.72	2.75	2.68	2.78	2.75	0.00
2	1.76	2.26	2.27	1.83	1.93	1.91	4.16*
3	1.50	1.61	1.64	1.58	1.69	1.67	0.09
4	2.29	2.54	2.58	2.53	2.62	2.58	0.00
5	1.84	2.13	2.19	2.03	2.17	2.12	0.10
6	1.80	2.14	2.17	1.95	2.16	2.13	0.06
7	1.48	1.89	1.92	1.59	1.77	1.74	1.22
8	1.66	1.89	1.93	1.77	2.02	1.99	0.12
9	1.78	2.00	2.02	1.88	2.05	2.03	0.01
10	2.54	2.88	2.96	3.08	3.24	2.18	0.42
1-10	1.91	2.20	2.24	2.09	2.24	2.21	0.05

---

*significant at the .05 level

the hypothesized direction. The fact that the F-ratios for Item 2 in the HiP and MeP groups were .32 and .16, respectively, did not clarify why this variance occurred. One important reason for the lower F-ratios in the subgroup comparisons is, of course, the much smaller number of subjects in each subgroup.

We come now to the crucial prediction concerning pressure, namely, the prediction that those social studies department chairmen whose feedback showed the largest difference between pre-ACT and pre-IDL teacher ratings would change the most in the direction of the ideal perceptions of the teachers. Rho, a rank-order correlation coefficient, was calculated for the actual and hypothesized rank orders of the differences between the subgroups of E and C_1. The hypothesized rank order was, of course, that the differences for HiP, MeP, and LoP would rank 1, 2, and 3, respectively. In Table 13 we present the differences in adjusted post-ACT means of the HiP, MeP, LoP subgroups between E and C_1, the ranks of the differences, and the rhos of these ranks with the hypothesized rank order. Of the ten rhos computed, one for each of the items, eight are positive, and hence in the direction of the hypothesis. The fact that all but two of the rhos favor the hypothesis suggests that the magnitude of pressure is indeed an important factor in the amount of change in behavior due to feedback in social studies chairmen. This conclusion is further supported by the fact that the rho for the differences between composite means based on all ten items, namely that for Item 1-10, is equal to 1.00, indicating that the differences for the HiP, MeP, and LoP subgroups have the hypothesized order of magnitude.

The Administration and Teaching Oriented Social Studies Department Head

We hypothesized that social studies department chairmen who aspire to positions in school administration change more than other

Table 13

Difference between Adjusted Post-ACT Means of Experimental and Pretest-Posttest Control Group by Pressure Subgroups

	Adjusted Post-ACT C_1 minus E Pressure Subgroups			Rank of Difference			Rho with Hypothesized Rank
Item	HiP	MeP	LoP				
1	.14	-.08	.00	1	3	2	0.50
2	.14	-.06	-.36	1	2	3	1.00
3	.39	.15	.03	1	2	3	1.00
4	.39	.15	.00	2	1	3	0.50
5	.49	.38	-.07	1	2	3	1.00
6	.22	.31	-.04	2	1	3	0.50
7	.23	.22	-.18	1	2	3	1.00
8	.14	.12	.06	1	2	3	1.00
9	-.04	.14	.01	3	1	2	-0.50
10	.20	.10	.22	2	3	1	-0.50
1-10	.18	.16	-.03	1	2	3	1.00

social studies chairmen in the direction of the ideal social studies department head, as perceived by their teachers, on items pertaining to their administrative leadership role. Items 3 and 8 were pre-selected as dealing with the administrative leadership function. These items were:

3. Informs teachers of administrative decisions or actions that affect their work.
8. Frees teachers from as much administrative detail as possible.

We further hypothesized that social studies chairmen who expect to make a career in their present position, or who want to teach full-time, change more than other social studies department chairmen in the direction of the ideal social studies department head, as perceived by their teachers, on items pertaining to their role as experts in teaching and social studies. Specifically, Items 2 and 4 were selected to test this hypothesis. These two items were:

2. Makes useful references and magazine articles available to teachers.
4. Encourages teachers to try different methods of teaching.

Subjects were assumed to be administratively-oriented when they responded "Yes" to the question:

"Do you hope to go into school administration?"

Subjects were classified as teacher/social studies expert-oriented if they replied "Yes" to either of the two following questions:

"Do you hope to remain in your current position of social studies department chairman?"

"Do you hope to return to full-time social studies teaching without the duties of department head?"

No subjects responded in such a manner that they could be classified in either category.

Analysis of covariance over E and C_1 was used to test the foregoing hypothesis. The pre-ACT scores were used as covariates. Table

2

Table 14

A Comparison of the Experimental and pretest-Posttest Control Group for the Administration-Oriented (A) and Teacher/Social Studies Expert-Oriented (T) Social Studies Department Heads.

	Pre-ACT Means				Post-ACT Means				Adjusted Post-ACT Means				F Admin. Factor	F Interaction Effect
	E		C_1		E		C_1		E		C_1			
Admin. Items	A[1]	T[2]	A[3]	T[4]	A	T	A	T	A	T	A	T		
3	2.60	1.89	2.13	1.95	2.30	1.93	2.46	2.10	2.05	2.08	2.48	2.22	4.19*	1.13
8	3.10	2.21	2.31	2.50	3.47	2.33	2.49	2.74	3.08	2.55	2.64	2.72	0.40	3.06
Teacher Items														
2	2.99	2.53	2.58	2.54	3.32	2.67	2.59	2.64	3.08	2.76	2.65	2.73	1.75	1.39
4	3.40	3.14	3.34	3.27	3.60	3.20	3.38	3.56	3.51	3.32	3.34	3.58	0.03	0.80

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*significant at the .05 level

[1] N = 7

[2] N = 61

[3] N = 15

[4] N = 64

14 presents the pre-ACT, post-ACT, and adjusted post-ACT means for adminstrative-oriented, and teacher/social studies expert-oriented department heads. F-ratios for differences between these two groups and the interaction effect are also given. Only for one (Item 3) of the four preselected items was the difference in adjusted post-ACT means due to feedback statistically significant, and in support of the hypothesis that adminstrative oriented social studies department heads change more on administration related behaviors. No significant interaction effects were noted. The F-ratios for Items 2, 4, and 8 were not significant, but the differences between the adjusted post-ACT means for the administration-oriented and teacher/social studies expert-oriented subgroups were in the hypothesized directions for Item 2 and 4. In short, for three of the four items the differences were in the hypothesized direction, but only one of these items yielded a significant difference.

Table 15 presents the adjusted post-ACT means, the pre-IDL means, and the differences between these two means for items 2, 3, 4, and 8 for teacher/social studies expert-oriented chairmen, and for administration-oriented department heads. A comparison of the differences between the adjusted post-ACT means and the pre-IDL means lends support to the hypothesis. For three of the four items, the difference is in the predicted direction. Even though these results are not conclusive, the evidence suggests that the orientation of social studies department head may have some influence upon his reaction to teacher feedback on items relevant to that orientation.

The Influence of the Ideals of Social Studies Department Heads

Even though no formal hypothesis was formulated prior to the experiment, we investigated the influence of the pre-IDL perceptions of the social studies department heads. Our original reasoning was that

Table 15

A Comparison of the Pre-ACT, Post-ACT, and Pre-IDL Ratings for Administration-oriented and Teacher/Social Studies Expert-oriented Social Studies Department Heads of the Experimental Group

	Adj. Post-ACT Means		Means of Pre-IDL Medians		Adj. Post-ACT Minus Pre-IDL		Is Difference between Differences in Hypothesized Direction?
Admin. Items	A[1]	T[2]	A	T	A	T	
3	2.05	2.08	1.21	1.10	0.84	0.98	Yes
8	3.08	2.55	1.36	1.17	1.72	1.38	No
Teacher/Social Studies Expert Items							
2	3.08	2.76	1.21	1.39	1.87	1.37	Yes
4	3.51	3.32	1.71	1.74	1.80	1.58	Yes

---

[1] N = 7

[2] N = 61

we created pressure for change in department heads by providing them with their own teachers' ratings. This reasoning ignored the possibility that for some department chairmen the teachers' pre-ACT ratings might be the same as the department heads' perceptions of their own ideal, and that these chairmen might be reinforced in their behavior by the feedback of the teachers' pre-ACT ratings. It seems possible that social studies chairmen, who received confirmation of their own ideal behavior, would pay little attention to their teachers' ideal ratings.

Our methodology for testing this possibility called for a division of Groups E and C_1 into two subgroups. One, the High Ideal Confirmation (Hi I-C) subgroup, included all subjects where the teachers' pre-ACT ratings were the same as or better (lower) than the social studies department heads' ratings of their own ideal. The second, the Low Ideal-Confirmation (Lo I-C) subgroup, included all subjects where their teachers' pre-ACT ratings fell short of the department chairmen's ratings of their own ideal. A different group of subjects fell into these two subgroups for each experimental item. Analyses of covariance were made for Items 5, 6, 7, and 9. We selected these particular items for these analyses because these four items yielded the highest and lowest F-ratios in the main experiment (Items 5 and 9, respectively), as well as two average F-ratios (Items 6 and 7). The data are presented in Tables 16 and 17. The results of the analyses of covariance for Items 5, 6, and 7 support our idea that the Hi I-C subgroup subjects are less subject to change due to feedback. As shown in Table 17, the differences between the differences of the adjusted post-ACT means for the two subgroups of E and C, are in the hypothesized direction for three of the four test items. These differences are quite small, but their direction is noteworthy. Our evidence suggests that social studies department chairmen whose own pre-IDL ratings correspond to their teachers' pre-ACT ratings

Table 16

A Comparison of the High and Low Ideal Confirmation Subgroups of the Experimental and Pretest-Posttest Control Groups

		E			C_1			
	Item	Pre-ACT	Post-ACT	Adjusted Post-ACT	Pre-ACT	Post-ACT	Adjusted Post-ACT	F Ratio
E & C_1	5	2.59	2.62	2.61	2.57	2.92	2.92	5.77*
	6	2.59	2.77	2.77	2.57	2.96	2.96	2.98
	7	2.01	2.15	2.14	1.98	2.26	2.27	1.54
	9	2.48	2.67	2.67	2.48	2.74	2.74	.13
Hi I-C	5^1	2.16	2.35	2.31	2.05	2.38	2.42	.28
	6^2	1.99	2.21	2.22	2.00	2.41	2.40	.67
	7^3	1.59	1.87	1.82	1.44	1.81	1.87	.12
	9^4	2.14	2.19	2.13	2.01	2.23	2.29	1.14
Lo I-C	5^5	2.99	2.82	2.75	2.76	3.10	3.16	5.03*
	6^6	2.76	2.93	2.95	2.80	3.18	3.16	2.89
	7^7	2.51	2.48	2.47	2.49	2.68	2.69	1.51
	9^8	2.65	2.91	2.92	2.69	2.97	2.95	.03

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* significant at the .05 level

$N_E = 70$ 2 $N_E = 17$ 4 $N_E = 24$ 6 $N_E = 52$ 8 $N_E = 45$

$N_{C_1} = 79$ $N_{C_1} = 23$ $N_{C_1} = 25$ $N_{C_1} = 57$ $N_{C1} = 55$

1 $N_E = 32$ 3 $N_E = 39$ 5 $N_E = 37$ 7 $N_E = 30$

$N_{C_1} = 26$ $N_{C_1} = 39$ $N_{C1} = 52$ $N_{C1} = 41$

Table 17

The Differences between Adjusted Post-ACT Means for High and Low Ideal Confirmation of the Experimental and Pretest-Posttest Control Group

	Adj. Post-ACT Means				Differences between Adj. Post-ACT Means		Difference Between Pr and NoPr Remainders	Is Difference in Hypothesized Direction?
	NoPr[1]		Pr[2]		NoPr	Pr		
Item	E	C_1	E	C_1	C_1 minus E	C_1 minus E	Pr minus NoPr	
5	2.31	2.42	2.75	3.16	.11	.41	.30	Yes
6	2.22	2.40	2.95	3.16	.18	.21	.03	Yes
7	1.82	1.87	2.47	2.69	.05	.22	.17	Yes
9	2.13	2.29	2.92	2.95	.16	.03	-.13	N0

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[1] 5 $N_E = 32$, $N_{C_1} = 26$
6 $N_E = 17$, $N_{C_1} = 23$
7 $N_E = 39$, $N_{C_1} = 39$
9 $N_E = 24$, $N_{C_1} = 25$

[2] 5 $N_E = 37$, $N_{C_1} = 52$
6 $N_E = 52$, $N_{C_1} = 57$
7 $N_E = 30$, $N_{C_1} = 41$
9 $N_E = 45$, $N_{C_1} = 55$

are less subject to change under the pressure of the ratings of their teachers than are social studies department chairmen whose teachers' pre-ACT ratings fall short of their own pre-IDL. Further research is necessary for more definite conclusions, and to investigate the relevance of the ideal perceptions of subjects. It may well be that, depending upon the orientation of subjects, feedback will need to be of a different kind for different people. For example, in our setting this might mean a larger number of behaviors on the pretest followed by feedback on items that appear to be most subject to change. Or, feedback from another source, e. g., other department chairmen or school administrators, might be sought for items where department heads receive high ideal confirmation, and where the researcher is convinced that a change of behavior is desirable. This would complicate a rather simple and inexpensive method of changing behavior, but it may result in greater effectiveness.

CHAPTER IV

THE PROFESSIONAL PROFILE OF THE SOCIAL STUDIES DEPARTMENT HEAD: RESULTS OF WHAT DO THEY EXPECT? QUESTIONNAIRE

Introduction

One section of the WDTE questionnaire was intended to gather needed data on social studies department heads. These data dealt with various aspects of the role of a social studies chairman and his personal characteristics and preferences. This chapter describes and summarizes the responses to the questions. Appendix F contains all tabulated data.

The WDTE booklet was our initial invitation to the social studies department chairmen to participate in our experiment. Because the questionnaire was not an integral part of the previously described experiment, it was not necessary for a department head to participate in all parts of the experiment in order to supply us with usable data. In addition, the department heads of the three large city school districts, Los Angeles, San Francisco, and San Diego, which did not participate in the experiment, did complete WDTEs. Consequently, the total number of WDTE respondents exceeds the number of participants in our experiment, and the data considered in this chapter may be more representative of California high schools with an ADA of 1000 or more. Of 381 subjects to whom we sent a WDTE, 295 or 77.4 percent sent us a usable response. Table 2 shows the results of follow-up letters and follow-up with person-to-person telephone calls. The department heads in the three large city school districts did not receive telephone follow-up.

Appendix F has been so organized that the responses of the total group to the questions of the WDTE booklet, and corresponding percentages, are readily available. In addition to the responses of the total group for each item, we also tabulated the responses of subgroups made according to school ADA. We chose school ADA as a stratifying variable because we suspected that social studies chairmen in large schools may have quite different responsibilities and role perceptions than department chairmen in smaller high schools.

We also made separate analyses for three subgroups of the experimental group. These three subgroups contained the experimental subjects who changed most (H), an average amount (M), and Least (L) in the direction of their teachers' ideal perceptions under pressure of feedback. Subjects for each of these three subgroups were identified by ranking the differences for Item 1-10 between each chairman's actual post-ACT and his predicted post-ACT ratings. The predictions were those obtained with a regression equation based on the correlation (.78), for all chairmen in the E group, between pre-ACT and post-ACT ratings. The H and L subgroups each contained 20 subjects, and the M subgroup was made up of 30 social studies chairmen.

Sex

Social studies department heads in California are predominantly male. Of 294 department heads, only 36 were women. None of the high schools with an ADA of 3000 or more employed a woman social studies department head, but they were represented in all the other subgroups (Table F 1).

Age and Years of Teaching Experience

Very few social studies department heads are in their 20s. Only 6% of our respondents were between 20 and 29 years old. Of this group, a little more than 50% served in our smallest category of high school, 1000-1499 ADA. A majority (73%) of department heads fell into two almost equal age groups, 30-39 and 40-49. Only 21% of the department heads were more than 50 years of age (Table F 2). This age distribution is not surprising because 64% reported that they had taught social studies from 5-19 years before becoming chairman of their department. It is noteworthy that 35% of the H subgroup of social studies chairmen had 10-19 years of prior teaching experience, while only 15% of the L subgroup had taught that long before becoming department head (Table F 19).

But most social studies department chairmen (71%) had a substantial amount of teaching experience before becoming chairmen of their department. Nine percent of the department heads had taught for only 1 or 2 years, and 20% had taught for 3-4 years. Many department heads (60%) felt that 5-9 years teaching experience before becoming a social studies department head was ideal. Another 26% of our respondents indicated that 10-19 years teaching experience would be best. These preferences show clearly that social studies department heads consider substantial teaching experience desirable as a job prerequisite.

Education of Social Studies Department Chairmen

The amount of education social studies department chairmen had attained ranged from a B. A. to a Doctorate. However, the large groups centered around B. A. + 60, M. A. + 30, and M. A. + 60 semester hours. These three levels of education accounted for 79% of our subjects.

The H subgroup had more formal education than the L subgroup, but the difference was small. For example, no subjects in the H subgroup had less training than a B. A. + 60 semester hours, 15% of the L subjects had less; 30% of the H subjects had at least an M. A. + 60 semester hours, while only 10% of the L subjects had that much training (Table F 3).

Areas of Specialization

In addition to the amount of education, we wanted to know areas of specialization. Of 263 respondents, 41% had an undergraduate social science combination major and 34% majored in history. Social studies education was mentioned by 11% of the subjects, and political science by 7%. Only 7% of the social studies department heads represented all the other social sciences combined (Table F 11).

It is noteworthy that not a single L subject had an undergraduate degree in education, but 26% of the H subjects did. The pattern for the M. A. degree was similar. M. A. degrees in education or social studies education were held by 47% of the H subgroups, and by 13% of the L subjects. (Table F 12). The meaning and implications of these interesting breakdowns are not clear, but they do deserve future attention.

The distribution of M. A. degrees differed slightly from the B. A. degrees. Three areas represented most of the 199 subjects: history led with 29%, education had 28%, and 26% of the department heads reported social science combination degrees. Surprisingly, social studies education was indicated by only 8. 5% of the department heads (Table F 12).

Almost all social studies department heads (97%) agreed that a social studies department head ought to have a B. A. degree in humanities or one of the social sciences. Agreement was not quite so unanimous when we asked the same question pertaining to the M. A. Out of 292 respondents, 22% disagreed and 4% strongly disagreed. All in all social studies chairmen recommended a subject matter degree both for B. A. and M. A. for social studies department chairmen (Tables F 9 and F 10).

In response to the question, "Which undergraduate major would be most helpful for a social studies department head?" history and a social science combination received by far the most choices. History was selected by 45% of our respondents and social studies combination by 39%. The next choice, political science, was only selected by 8% of the department chairmen. Political science was the most frequent selection for second and third choice. As second choice, history and a social science combination remained strong. Only as third choice did economics, education, sociology, social studies education, and similar logical alternatives have appreciable support (Tables F 13, F 14, and F 15).

The response to the same question in regard to the M. A. degree brought forth an almost identical pattern. The only exception was a somewhat larger response for education and social studies education. As a first choice, however, education and social studies education combined did not have wide support. Only 5% of the social studies chairmen chose education as the most helpful undergraduate degree, and for the M. A. only 17% chose education as an alternative. Social studies department heads as a group did not judge degrees in anthropology, economics, education, psychology, and sociology to be of great value for their position (Tables F 16, F 17, and F 18).

Experience of Social Studies Department Heads

The largest single group of our respondents (35%) had only been social studies department head for 1 or 2 years. The next category, 3-4 years of experience, contained 20% of the subjects. Thus, more than 50% of our subjects had served less than 5 years. Very few department heads appear to serve for a very long time. Only 2% had been in their position for 20 or more years and 13% had served from 10-19 years (Table F 4). Most (87%) social studies chairmen served indefinite terms of office, and they generally felt that this was desirable (69%), but a sizable group (26%) of department heads favored 3-, 4-, and 5 or more year terms (Table F 20).

There was some difference between H and L subgroup members in the years of experience as a social studies department chairmen. The H respondents had only 30% in the 1-2 years experience category, the L subgroup had 60% (Table F 4). These percentages were surprising. If anything, one would expect department heads with more experience to be less subject to change than new chiarmen, but this was not the case.

Satisfaction

Many of the comments we received from social studies chairmen made us aware of the fact that a number of chairmen were not satisfied in their position. For example one subject wrote:

> After my first year at this school the principal appointed me department head. I quickly found out that my only duties were to attend district meetings and to count textbooks or else!

Another commented, "It is a kind of a flunky job." Many similar comments could be cited.

The measure of job satisfaction which we employed was the question whether the chairmen wished to remain in their current position. In spite of many negative comments, 70% did wish to remain chairmen of their department (Table F 7), and only 22% stated that they hoped to return to full-time social studies teaching (Table F 8).

A relatively small number (14%) of the chairmen aspired to positions in school administration (Table F 6). As the descriptions of the WDTE items in this chapter will indicate, the social studies department chairmen found many things wrong with their roles and positions, but for the large majority the elements of dissatisfaction were not strong enough to prompt them to seek a change in position.

In the H subgroup 13% hoped to return to full-time teaching as against 32% of the L subgroup. Only 10% of the H subjects aspired to position in school administration compared to 21% of the L subjects. And in response to the question, "Do you hope to remain in your current position as social studies chairman?" only 58% of the L subjects replied in the afirmative, but 75% of the H subjects indicated that they wanted to continue as chairman.

Tenure

We were also interested in the tenure status of social studies chairmen. Most (92%) had tenure as a teacher (Table F 5), and 18% had tenure as a social studies department head. Social studies department heads opposed (79%) the idea of tenure for the department head.

Selection

Few social studies department heads (8%) were elected by the social studies faculty to their position, but 27% said that this would be an ideal procedure.

The H and L subgroups differed somewhat on the above item; 20% of the H group favored election by the social studies faculty, but no one in the L subgroup made this choice. Most department heads (72%) were appointed by the administration from the school social studies faculty. This method was regarded as most desirable by the largest group of department heads (46%). Appointments from among any available district candidates, or a policy of selecting social studies department heads without considering where candidates came from , had no wide support (Table F 21).

We asked department heads to rate a number of influences upon their selection as social studies department head. A scale from "very important" to "not important" was employed. The belief that they were social studies curriculum experts was most frequently (41%) rated as "somewhat important" as a factor in becoming department chairman, but 52% of the respondents felt that this ought to be "very important."

Both the H and the L subgroups agreed that being a curriculum expert was important in their selection, but the answers for the L subgroup convey a greater intensity. Only 5% of the H subgroup rated this item "very important," and 25% of the L subgroup members did so. There is also a difference among ideal perceptions; 32% of the H subgroup rated this alternative "very important," as compared to 58% of the L subjects (Table F 31).

A large majority (77%) of the respondents indicated that being a master teacher was "important" or "very important" in their selection. An even larger number (91%) said that this was a proper requirement for social studies chairmen. (Table F 32).

Seniority often seemed to be a factor in one's becoming social studies department head. Many department heads (41%) agreed that it was a factor that was considered in their appointment. The department heads were almost evenly divided on whether seniority ought to be important in this way. One large group (52%) answered in the negative, but the remaining department heads stated that seniority ought to be considered (Table F 33).

Activity in social studies organizations was not rated as a very important influence upon one's chances of being selected department head, but 48% of the chairmen agreed that this item deserved consideration (Table F 14).

A leadership position among social studies teachers was rated as important for a candidate. More than half (60%) rated this item "very important" among factors that ought to be considered in selecting a new department chairman. A much smaller group (33%) stated that it was a "very important" factor in their actual selection. There is, however, general agreement on the importance of this item in the ideal selection process and also in practice. Only 5% rated leadership among social studies teachers as "not important" in their actual selection, and an even smaller number (2%) stated that it should not be considered (Table F 35).

The fact that they actively sought to become department head was rated as important by 34% of the chairmen, and almost one half (48%) of the respondents agreed that this should be considered in making the appointment (Table F 26).

Professional Organizations

One group of questions dealt with membership in professional organizations. Of our subjects, 47% belonged to the National Education Association, and 52% stated that chairmen should be members (Table F 22). A much larger number (87%) were members of the California Teachers Association, and 67% stated that social studies chairmen should belong (Table 23). The larger actual than ideal membership may be explained by the fact that 68% of the social studies department heads reported that they encouraged professional membership among social studies teachers (Table F 56). They may feel obliged to set a good example. Secondly, many districts have unified membership, and membership in the California Teacher Association is automatic with membership in the local teachers organization, to which almost all (90%) respondents did belong.

Teachers' unions did not appear to be popular among social studies chairmen in California. A total of 13% of the department heads were members and almost the same 13% reported that they ought to be union members (Table F 25).

Only 41% of the social studies chairmen were members of the National Council for the Social Studies; 71% reported that ideally they should be members (Table F 26). The California Council for the Social Studies had 133 (45%) members among our subjects; 67% reported that they ought to belong. It is interesting that 50% of the H subgroup stated that they were members of the California Council for the Social studies, and that they ought to be. Of the L subgroup, 30% actually belonged and 70% thought chairmen should belong (Table F 27).

Membership in county councils for the social studies was reported by 34% of the chairmen, and 49% of the respondents felt that they should join (Table F 78). The various social science and historical societies had 104 members (35%). The number of department heads who stated that they ought to belong to one or more of these societies represented

60% (Table F 29).

Teaching Load

Social studies teachers generally teach five periods per day (88%). Most department heads (59%) believed that five periods is an ideal load. A sizeable minority of chairmen (36%) would like to see social studies teachers teach only a four-period day (Table F 37).

The teaching load of the social studies chairmen themselves ranged from no teaching to a six-period day. The largest group (52%) taught a five-period day, but only 7% of the chairmen thought of this as ideal. A four-hour day was reported by 31% of the chairmen, and 40% thought this an ideal load, while 9% would like to have a three-period day (Table F 38).

Clerical Aid

Only 27% of the social studies department chairmen had paid clerical assistance for their work, and of this group more than half had only from 1-10 hours per week of such help. Many department heads (43%) desired from 1-10 hours of clerical aid, but a sizeable additional group (40%) would like to have more than 10 hours of paid clerical help (Table F 39). Unpaid student clerical help was more readily available for the social studies department heads. Such help was received by 61% of the chairmen. Almost all (91%) of the department heads rated such help as desirable. It should be noted that 39% of the social studies chairmen did not receive any student clerical aid.

Compensation

The extra compensation for serving as social studies department chairman ranged from none to $1000 or more. A small number (5%) reported that a social studies department head ought not to have any extra pay. Of our subjects, 24% did not receive any extra salary, the majority of department heads (69%) received between $200 and $749 for their extra services. As might be expected, most social studies department heads would like to see more financial compensation. A group of ideal ratings (36%) for this item fell between $500 and $749, but an additional 36% called for salary differentials from $750 to $1000 or more (Table F 42).

Activities and Responsibilities

A few social studies chairmen directed more than one department in a high school. These department heads almost all served in the smaller high schools. There is strong agreement (98%) that social studies chairmen ought not to have more than one department to administer (Table F 57).

We asked for a report on a number of what we considered to be pertinent department head responsibilities.[1] Many (70%) social studies department heads had some responsibility for assigning teachers to the subjects they taught, but ideally the department heads would do more in this area of responsibility (Table F 43). Similarly, the department heads were involved in assigning students to various groupings or tracks (68%), but not to the extent that they desired (91%) (Table F 44).

The desires of the social studies chairmen to participate in selecting new staff members were generally not met. Of our respondents 76% answered an unqualified "yes" to the question whether they wanted to be involved in selecting new social studies staff members; in practice, only 28% were regularly involved in the selection process (Table F 45). Similarly, the desire on the part of social studies chairmen to work closely with substitute teachers was not met. Only 19% reported that they did so regularly, and 64% wanted to do so (Table F 47). The department heads were much more involved in the orientation of new social studies teachers (64%), but again involvement was not as wide spread as was deemed desirable (87%) (Table F 46).

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[1] A number of behaviors of social studies chairmen remain in the tables of Appendix F without comment. We felt that the alternative "sometimes" left so much to the department heads' discretion that no valid conclusions could be drawn. In the pretesting of items and questionnaire format, this weakness did not stand out.

Department heads usually called monthly social studies department meetings (46%); 52% of the social studies chairmen considered this an ideal arrangement. As Table F 58 shows, social studies departments meet on a variety of schedules. In additon to the monthly meeting, the only other well supported choice was "no regular schedule" for the meetings (31%).

Many social studies department heads (58%) did not make supervisory visits to the classrooms of tenured social studies teachers. A sizeable group 22% believed that they should never visit tenured teachers (Table F 59). Non-tenured experienced teachers were visited more frequently by social studies chairmen. A total of 64% reported such visits. The most frequent schedule for visiting the classroom of non-tenured experienced teachers was quarterly (16%) and semi-annually (14%). Many (45%) of our department heads reported that ideally they should see these teachers monthly or quarterly (Table F 60).

Social studies chairmen believe that they should visit new inexperienced teachers. Only 4% of the respondents did not feel that this ought to be their responsibility. In actuality only 67% of the department heads did make such visits (Table F 61).

It is noteworthy that the L subgroup subjects supervised teachers less than did the H subgroup department heads (Tables F 59, F 60, and F 61).

Principals and social studies department heads met for consultation. Many of these meetings (42%) did not follow a particular schedule. This unstructured approach was thought to be desirable by 39% of the social studies department heads. Only 11% of the department heads reported that they did not meet regularly with their principal (Table F 63).

Most (93%) social studies department chairmen made inventories of social studies supplies and equipment. This happened most frequently on an annual basis (Table F 68).

Social studies department chairmen were involved in social studies curriculum planning. Only 3% of the subjects did not report such activity. Even more striking, only one out of 280 subjects suggested that ideally he ought not to do so. Curriculum planning is done at many levels. The farther removed from the social studies department, the less involved the social studies department heads were. As reported, 97% participated in school social studies curriculum planning; 79% participated in district social studies curriculum planning; 58% participated in total curriculum planning for their school; and only 30% participated in total curriculum planning for the entire school district. The department heads considered a higher level of involvement on all levels of curriculum planning as desirable (Tables F 64, F 66, and F 67).

The H and L Subgroups

Throughout this chapter, reference has been made to the H and L subgroups. A comparison of these two subgroups suggests that the H and L subjects differed in a systematic fashion. The H subjects (1) had more education, (2) had more years of experience as a social studies department head, (3) had a higher rate of membership in the California Council for the Social Studies, (4) did more supervising of teachers, (5) and had a greater desire to remain in the position of social studies chairman instead of going into school administration or returning to full-time teaching. In addition, the H subjects appeared to be less subject matter oriented. They held more degrees in education and social studies education than did L subjects. In sum, these comparisons indicate that the H subjects were more "professionally oriented" than the L subjects.

The Experimental Behaviors

Tables F 69 to F 78 constitute the experimental items of the experiment. The ratings of the chairmen gave us an opportunity to compare their self-ratings with the ratings reported by their teachers. The mean self-ratings are lower (more favorable) than the pre-ACT ratings of the teachers for eight of the ten experimental items, and also for Item 1-10. Table 18 presents those means, the differences between the means, and their rank order. The rho for the rank orders is .90. This high correlation indicates that teachers and department chairmen rated the behaviors of social studies chairmen in about the same order, and it lends support to the validity of the ratings by the teachers.

Conclusion

No summary statement can adequately deal with the complexily and variety of the preceding data. It is not within the scope of this study to make a thorough analysis of the questionnaire response. The data of the WDTE questionnaire which are extraneous to our experiment are tabulated in Appendix F. It will remain for a future effort to carefully analyze this material. It can, however, be said that there does not appear to be a typical social studies department head. Even the descriptions of an ideal department head varied widely. But one point did stand out: The large majority of social studies chairmen desired to be more involved in the more professional aspects of the role of the social studies department chairman. This professional role included such activities as supervision of social studies teachers, keeping abreast of professional developments, and functioning as an expert in social studies education. If these ideals of social studies chairmen are reached, some conflict with the desires of social studies teachers for professional autonomy in the classroom is to be expected.

Table 18

Comparison of the Means[1] of Pre-ACT and Pre-ACT SELF Ratings, Rank Order of the Means, and the Rank Order Correlation

Item	Pre-ACT SELF Means	Rank	Pre-ACT Means	Rank Order	Difference Between Means
1	3.01	9	3.37	9	.36
2	2.57	6	2.64	6	.07
3	1.76	1	1.97	1	.19
4	2.58	7	3.18	8	.60
5	2.89	8	2.61	5	-.28
6	2.51	5	2.69	7	.18
7	1.93	2	2.08	2	.15
8	2.50	4	2.27	3	-.23
9	2.38	3	2.56	4	.18
10	3.30	10	4.14	10	.84
1-10	2.54		2.74		.20

Rho (Rank order correlation) = .90

[1] All means in this table refer to means of median ratings

N = 149

Many of the comments and responses to the questionnaire, however, indicated that under their present working conditions few social studies department head have an opportunity to approach their ideal.

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

This study was intended to determine whether feedback of ratings by teachers of the behavior of their actual and ideal social studies department chairman could change the behavior of the department chairman in what their teachers described as a desirable direction. We supplied social studies department heads with ratings from their teachers on what we judged to be important behaviors of social studies department heads. That is, these social studies department heads received median ratings showing how their teachers perceived their actual behavior, and how their teachers thought an ideal social studies department head acts.

Normally such feedback is not available to a department head. Since we assumed that their teachers' opinions were important to department heads, we hypothesized that such information would influence their actions. Specifically, the major hypothesis of this investigation was that social studies chairmen furnished with feedback concerning their teachers' responses differ subsequently from those who received no such information, and that the former group of social studies department chairmen then more closely approximate their teachers' perception of the ideal social studies department head.

A secondary but important element of this study was the gathering of data about the actual and ideal role perception of social studies chairmen. We also collected data on many of their personal characteristics. The data suggest that the role of a social studies department head is ill-defined and that social studies chairmen have quite different responsibilities in many districts. Generally, the social studies chairmen desired to be more professionally involved in their departments than existing conditions permitted.

The Experiment

The potential subjects were all social studies department heads in California public high schools with an ADA of 1000 or more, for whom we could get district permission to allow participation in our experiment. The study was presented as "The Project on Social Studies Chairmen" and as a new type of free service to social studies department heads. We emphasized the fact that the project was developed at Stanford University in consultation with the California Council for the Social Studies. A total of 208 out of 299 social studies department heads, and approximately 2300 social studies teachers, completed all the various requirements of the experiment.

Initial contact with the social studies chairmen was made with an illustrated booklet, What Do They Expect?, which described the feedback service. This booklet also contained an extensive questionnaire concerning many aspects of the activities of social studies department heads and some personal data as well. Follow-up letters and person-to-person telephone calls were used to encourage and maintain participation throughout the experiment.

Equilibrium theory provided the theoretical framework. Contributions by Heider (1958), Newcomb (1959), Osgood and Tannenbaum (1955), and Festinger (1957) have laid the foundation for equilibrium theory. Briefly, for our experiment the application of equilibrium theory meant that we attempted to create what Newcomb describes as "strain toward symmetry," by providing social studies department heads with their teachers' actual and ideal ratings. Presumably, the department heads would fall short of their teachers' ideal expectations, and being made aware of these shortcomings, they would try to change them. Equilibrium theory suggests that asymmetry is uncomfortable, and that by meeting teacher expectations, symmetry is achieved. In our experiment we used the term "pressure" for asymmetry.

Social studies teachers rated their department chairmen on 10 items which we judged to describe important behaviors of social studies department heads. Some examples of these are:

2. Makes useful references and magazine articles available to teachers.
5. Reports to the staff on highlights of professional meetings
10. Follows each classroom observation with helpful comments

The teachers responded to the following eight-point scale:

1. Completely LIKE my chairman
2. Very much LIKE my chairman
3. Somewhat LIKE my chairman
4. A little bit LIKE my chairman
5. A little bit UNLIKE my chairman
6. Somewhat UNLIKE my chairman
7. Very much UNLIKE my chairman
8. Completely UNLIKE my chairman

Feedback was provided in an attractive 14 page personalized booklet, Report on Your Teachers' Opinions. On each of ten pages were presented two scales on which large colored triangular stamps indicated actual and ideal median ratings. Three pages of explanation preceded the scales. Person-to-person telephone conversations with a sample of social studies chairmen in which their reaction to their RYTO was discussed, gave us confidence that the RYTO was carefully read, and that it was judged to be of value by most of the recipients.

The protocols used in our analyses were:

pre-ACT -- the teachers' description of the actual behavior of their social studies department head on the pretest

post-ACT --the teachers' description of the actual behavior of their social studies department head on the posttest

pre-IDL -- the teachers' description of the ideal behavior of their social studies department head on the pretest

Pre-SELF ACT -- the social studies chairman's description of his own actual behavior in the WDTE

Pre-SELF IDL -- the social studies chairman's description of the ideal behavior of a social studies department head in the WDTE

The subjects were randomly divided into three groups which consisted of an experimental group (E), which received a pretest, immediate feedback, and a posttest, a pretest-posttest control group (C_1), and a posttest-only control group (C_2). All control group chairmen received their promised feedback following the posttest.

Effect-of-Feedback Results and Interpretations

Using analysis of covariance to adjust for initial differences, we found that two of the ten differences between adjusted post-ACT means were statistically significant at the .05 level. Differences between the post-ACT means were in the hypothesized direction for 8 of the 10 behaviors. One item showed the same adjusted post-ACT means for groups E and C_1, and one item showed a difference in favor of the control group. The difference between the adjusted post-ACT means for all ten items, called Item 1-10, was not significant but in the hypothesized direction.

Even though the results predominantly were in the hypothesized direction, the total effect of feedback on social studies chairmen appeared less significant than we had expected in light of results of similar feedback from teachers to elementary school principals (Daw, 1964), and from pupils to high school teachers (Bryan, 1963). Our results may be due to the smaller samples used in our work as compared with that of Daw (1964), or of Gage, Runkel, and Chatterjee (1960). Also, social studies department heads are still full-time or part-time teachers in their present school, and they often look upon themselves as one of the teachers. In spite of the fact that we selected items that were rated as subject to change, such a selfperception almost precludes any effective action on several of our items, e. g., (1) Offers concrete suggestions for improving classroom instruction. (4) Encourages teachers to try different methods of teaching. (10) Follows each classroom observation with helpful comments. No such overlapping of roles was likely to affect Daw's teacher-principal relationship, or Bryan's teacher-pupil relations.

Another reason for the slight influence of feedback in our study might be the timing of our experiment. By our original schedule, all posttest data would have been collected as early as the second week in April. However, the funds supplied by the U. S. Office of Education were not allocated in time to use our original time table. Consequently, all schedule had to be moved up, and we had to collect posttest data close to the end of the school year, a difficult time for teachers and department head to be involved with projects. Some of the comments on the answer cards led us to believe that a number of teachers did not take the posttest rating very seriously. We assumed that these reluctant and inaccurate raters were randomly distributed, but they would nonetheless make the experiment less sensitive.

We employed an eight-point scale, but, with some exceptions, only one-half of this scale was used by the teachers to rate their department chairman. The social studies department heads received much more favorable ratings than we had anticipated. The concentration of actual ratings toward one end of the scale caused the pressure for change to be less powerful.

Our limited statistical significance may also be due to our relatively small number of subjects. We used all available social studies chairmen in California, but as our design required three subgroups, our cells contained only from 59 to 79 subjects.

In spite of the fact that the reported change in behavior was statistically significant for only two items, these items and the direction of change for the majority of experimental items make us feel that our results do hold promise that feedback from teachers may be effective in changing the behavior of social studies department chairmen.

Change as a Function of Other Variables

Pressure

The social studies department chairmen were divided into three subgroups according to the magnitude of the pressure which was created by the feedback as measured by the discrepancy between teachers' actual and ideal ratings. We predicted that the social studies chairmen who received the most pressure would change more toward the ideal image than would other department heads, when compared with control subjects who had the same initial discrepancy. For eight out of ten items, and the mean over the ten items, this was indeed the case. In practice, this finding suggests that the social studies department chairmen who are most unsatisfactory to their teachers might be changed the most by feedback. The possibility that the "regression effect" accounts for this finding and renders it spurious has, we hope, been eliminated by the methodology employed.

Career Orientation

To determine whether career orientation would influence change due to feedback, we made an analysis of covariance of teacher-oriented and administration-oriented social studies department heads in Group E and C_1. Two items had been preselected as dealing with adminstrative aspects of the role of the social studies department head, and another two items had been selected for the role of the teacher/social studies expert. Our prediction was that teacher-oriented department heads would change more toward their pre-IDL ratings on the teacher/social studies expert items, and that the administration-oriented social studies department heads would change more on administration items.

The results were not conclusive. The administration-oriented social studies department heads changed significantly more (.05) in the hypothesized direction on one item, but on the other administration item the change was greater for the teacher-oriented social studies department heads. The teacher-oriented department heads changed more on both items, but the changes were not significant. Our results suggest further study of the relationship between the orientation of a social studies department chairman and the influence that teacher feedback exerts upon his behavior.

Own Ideal

The relationship of the ideal perceptions of a social studies chairman and the actual ratings of his behavior by his teachers was studied. It seemed possible that for some department chairmen the teachers' pre-ACT ratings might be the same as the department heads' own ideal perceptions, and that in these instances little or no pressure for change was created. To investigate this possibility, the chairmen for whom the pre-ACT ratings of their teachers corresponded to their own ideal perceptions were separated from the other department heads. For three of the four items for which we made analyses of covariance, the department chairmen whose pre-IDL corresponded to their teachers' pre-ACT ratings changed less than the remaining group. The results indicate that the pre-IDL perceptions of a department head do influence the effect of feedback.

Implications

The results of our experiment indicate that feedback effected changes in the behavior of social studies chairmen. Even though these changes appeared to be slight, their value is difficult to estimate. Subsequent research is necessary to determine what small numerical differences in teacher ratings mean in terms of the functioning of a social studies department.

Our experiment leaves many questions unanswered and open for future investigation. Much work needs to be done to validate the ratings of teachers or other raters in feedback experiments. To the degree that measures other than ratings by teachers, can be correlated with teachers' ratings, the validity of the latter ratings can be established. Such outside measures may also serve to determine the practical meaning of feedback.

The future reference group of our subjects appeared to influence their response to feedback. A carefully designed experiment to investigate this variable could make the future use of feedback more useful.

Research in feedback that is based on equilibrium theory has ignored the possibility that subjects may not feel compelled to modify their behavior because actual and ideal ratings by important others do not match. It is quite possible that actual behavior is close to the ideal of the subject, even though the raters may report a different ideal. Our experiment started the investigation of this possibility but further research is necessary in this field.

Next, a practical suggestion. All research similar to our experiment that has employed feedback has made use of rather elaborate and relatively expensive reports to their subjects. These reports needed to be printed, marked for each actual and ideal behavior, and individualized with the name of the subject. The possibilities of modern technology have not been exploited. Probably adequate and personalized feedback reports could be made with an imaginative computer program, and a short standard set of explanations. Feedback of this nature could be returned rapidly and cheaply to subjects, and it would allow larger and more extensive feedback experiments.

The most fruitful line of research would probably deal with methods of increasing the effect of feedback. More frequent feedback throughout the school year might have a cumulative effect. Diagnostic pretests followed by concentrated feedback on a few behaviors may hold promise. Feedback plus suggestions as to how to change one's behavior might increase the amount of change. These and other possibilities merit consideration as avenues of future research.

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APPENDIX A

CHRONOLOGY OF DATA COLLECTION

APPENDIX A

CHRONOLOGY OF DATA COLLECTION

Date	Group	Activity
Nov. 15	All	Request for permission to conduct study in their district to all superintendents with potential subjects.
Dec. 6	All	Follow-up letter for permission to conduct the study to non-responding superintendents.
Dec. 17	All	Telephone follow-up for permission to conduct the study to non-responding superintendents.
Jan. 3	Exp. & C_1	WDTEs and cover letters mailed.
Jan. 24	Exp. & C_1	Follow-up letter for WDTEs to non-responding department heads.
Feb. 1-2	Exp. & C_1	Telephone follow-up for WDTEs to non-responding department heads.
Feb. 7	Exp. & C_1	Pretest TOBs and cover letters mailed.
Mar. 7-8	Exp.	Telephone follow-up for TOBs to non-responding department heads.
Mar. 8	C_1	Follow-up letter for TOBs to non-responding department heads.
Mar. 18	Exp.	RYTOs mailed. (mailing was delayed in order to allow many social studies departments to participate which could not do so earlier because of a severe flu epidemic).
Mar. 22	C_1	Telephone follow-up for TOBs to non-responding department heads.
Apr. 5	C_1	Letters announcing a delay in the processing of data and a consequent delay in RYTOs mailed. Also, the suggestion was made in these letters

CHRONOLOGY OF DATA COLLECTION (cont.)

Date	Group	Activity
		that a second set of TOBs might arrive before RYTOs.
Apr. 14	Extra	WDTEs to the social studies department heads of the non-participating large city school districts.
Apr. 21	C_2	WDTEs and cover letter mailed.
Apr. 21	Exp. & C_1	Posttest TOBs and cover letters mailed.
Apr. 22	C_1	Announcements of posttest TOBs and forthcoming RYTOs sent via first-class mail.
May 2	Exp. & C_1	Requested date for administration of posttest TOBs.
May 3	C_2	TOBs and cover letters mailed.
May 4	C_1	RYTOs mailed.
May 9-10	Exp. & C_1	Telephone follow-up for posttest TOBs to non-responding department heads.
May 11	Extra & C_2	Follow-up letters for WDTEs to non-responding department heads.
May 11	C_2	Follow-up letter for TOBs to non-responding department heads.
May 20	C_2	Telephone follow-up for WDTEs and TOBs to non-responding department heads.
June 10	C_2	RYTOs mailed.

APPENDIX B

INSTRUCTIONS FOR JUDGING THE IMPORTANCE AND IMPROVABILITY OF THE ITEMS

THE PROJECT ON SOCIAL STUDIES DEPARTMENT CHAIRMEN

A Dual Rating Scale

How Important and Changeable Are These Behaviors?

The work of a social studies department head is varied. This variance is not only due to the many tasks a social studies department head performs, but it is multiplied by the multitude of perceptions of the role.

You are asked to rate the degree of importance that each of the following behaviors of a social studies department head has for the total social studies program. Try to imagine the consequences of each behavior and then judge its significance.

In the space at the right of each behavior, that is marked (I) for importance, write the number from 1-4 that most closely corresponds to your perception of the importance of that behavior.

1. Very Important
2. Important
3. Somewhat Important
4. Unimportant

Social studies department heads can change some of their behaviors quite easily, while other behaviors are much less subject to change. How easily could a social studies department head change each particular behavior if he had accurate information about how his teachers would like him to behave? And how readily could his teachers notice such a change?

You are also asked to rate each item for changeability, and for this the following factors need to be considered:

a. The department head will receive accurate information about how his staff would like for him to behave.

b. The teachers must be able to observe the change within a period from six to eight weeks after feedback of their desires to the department chairman.

Thus, an item that is highly changeable, but where such change could not be observed by staff members, would still receive a low rating.

In the space at the right of each behavior, that is marked (C) for changeability, write the number from 1-4 that most closely corresponds to your perception of the changeability of that behavior.

1. Highly subject to observable change
2. Subject to observable change
3. Somewhat subject to observable change
4. Not subject to observable change

APPENDIX C

SAMPLE BOOKLET:
WHAT DO THEY EXPECT?

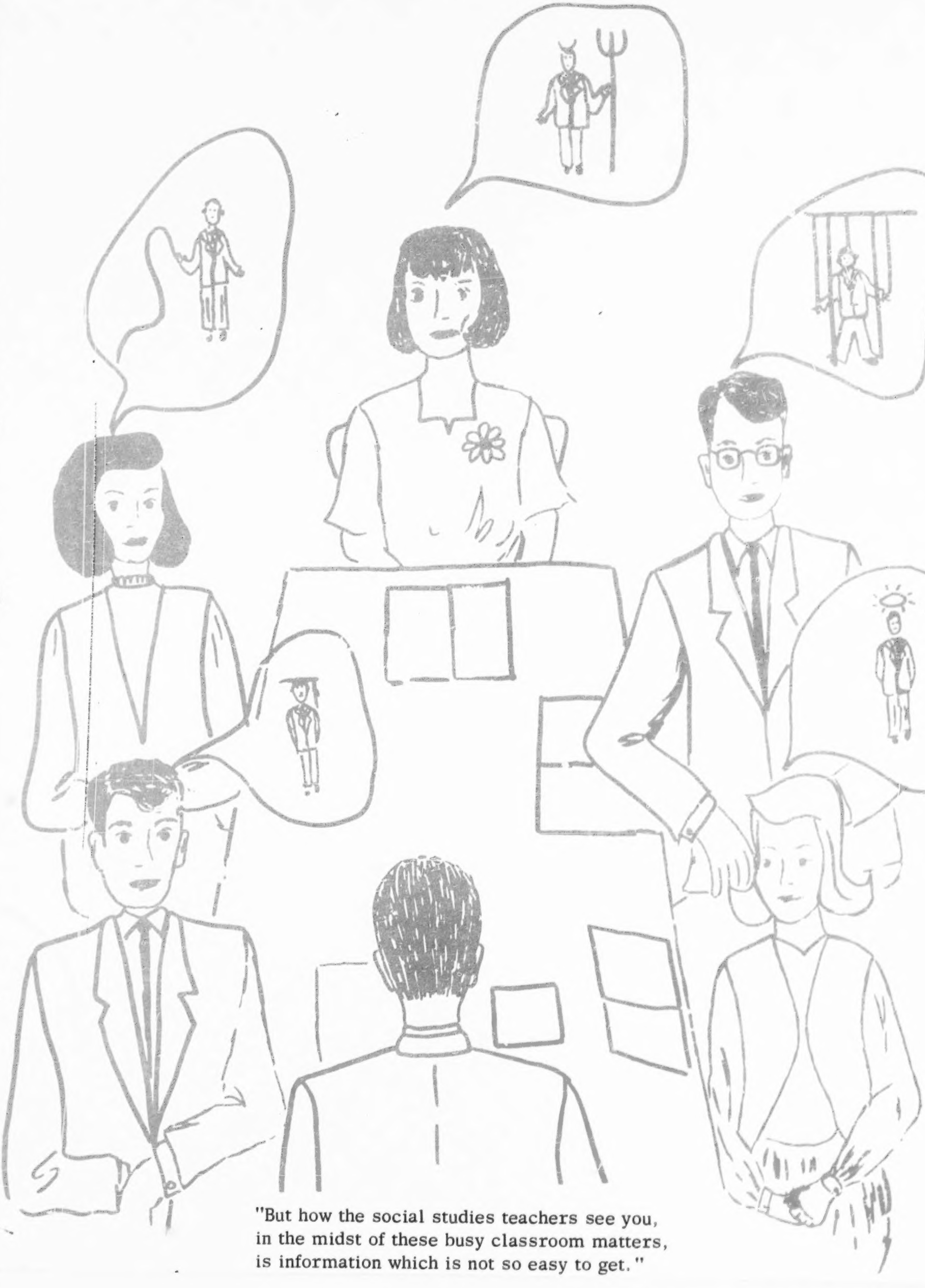
What do they expect?

The layout of this booklet follows closely that of earlier booklets developed by P. J. Runkel and N. L. Gage at the University of Illinois, and R. W. Daw and N. L. Gage at Stanford University. The drawings are by Dawn Asay and follow those originally made by John Massey.

What do they expect?

some conversations about social studies teachers,
an invitation, and a request
by N. L. Gage and R. E. Gross, Project Sponsors
and P. J. Hovenier, Project Director

The Project on Social Studies Chairmen
School of Education
Stanford University



"But how the social studies teachers see you, in the midst of these busy classroom matters, is information which is not so easy to get."

By they we mean social studies teachers.
What do they expect of you?

Naturally a social studies teacher who is late
each morning doesn't expect you to be exactly
happy about it.

And the chances are that a social studies teacher
who helped develop new curriculum
-- that gained national recognition, no less --
would expect something more than a
"That's very nice."

And naturally, there are many ways in which
your social studies teachers try to anticipate
what you want and what you will do.

Sometimes they anticipate correctly
and sometimes incorrectly.

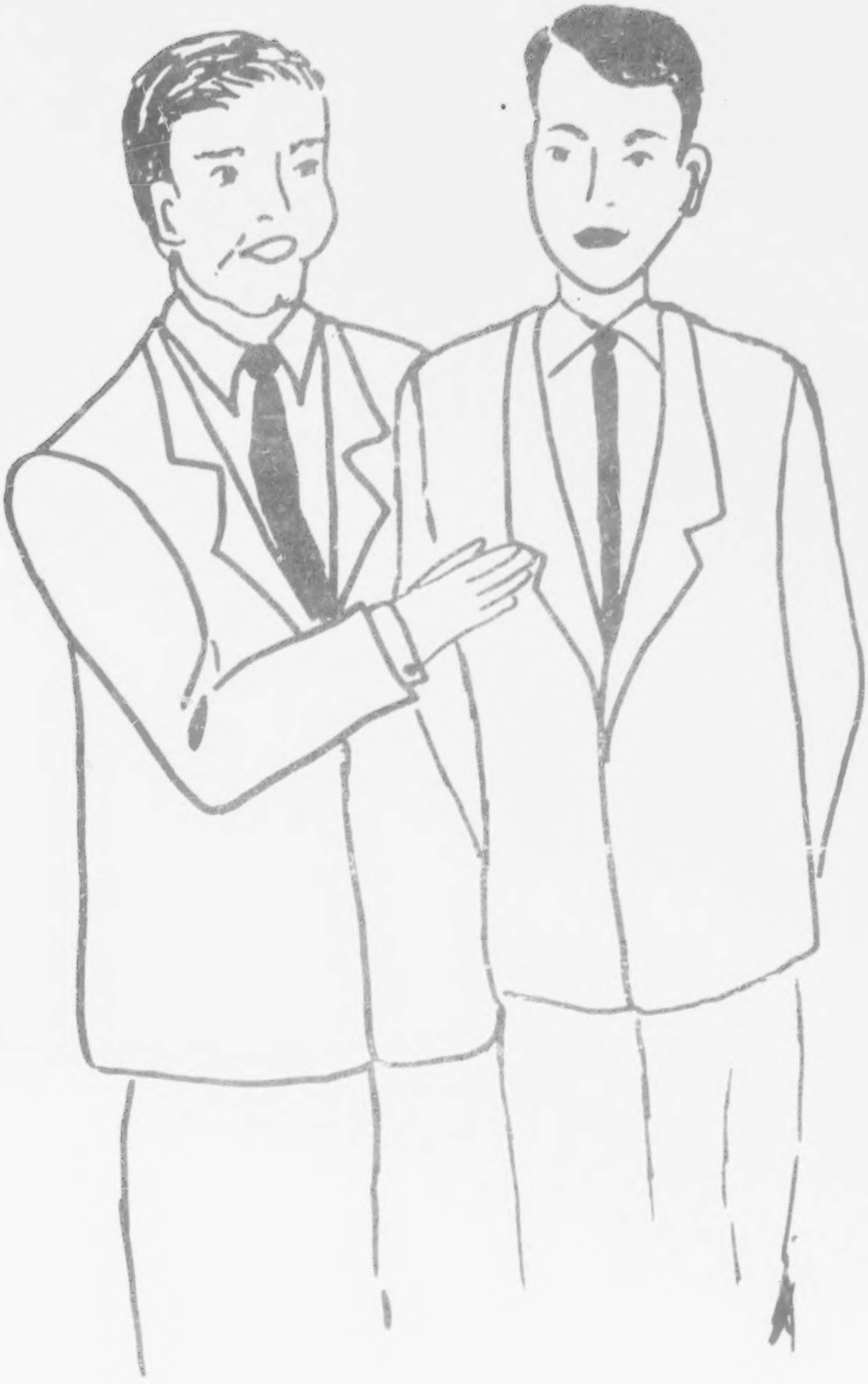
And, it is likely, sometimes you
anticipate social studies teachers' reactions
correctly and sometimes not.

Social studies department heads get a lot of
information about how their teachers are coming
along as far as classroom teaching and
associated duties are concerned.

But how the social studies teacher sees you
in the midst of these busy classroom matters,
is information which is not so easy to get.

Suppose you try it.
Suppose you ask a teacher, "How do you
think I act?"

In the first place, the teacher probably
wouldn't think of this in specifics.
He'd probably give an answer you
couldn't use anyway.
Such as, "You are a good social studies department head,"
or, "I like teaching in your department."



"Now then, in all sincerety
what's your honest opinion of me?"

Perhaps some would be more specific and answer.
"You get things done."
"You insist that teachers follow course outlines."
"You are agreeable."
"You have strong convictions."
"You have a good command of the social sciences."

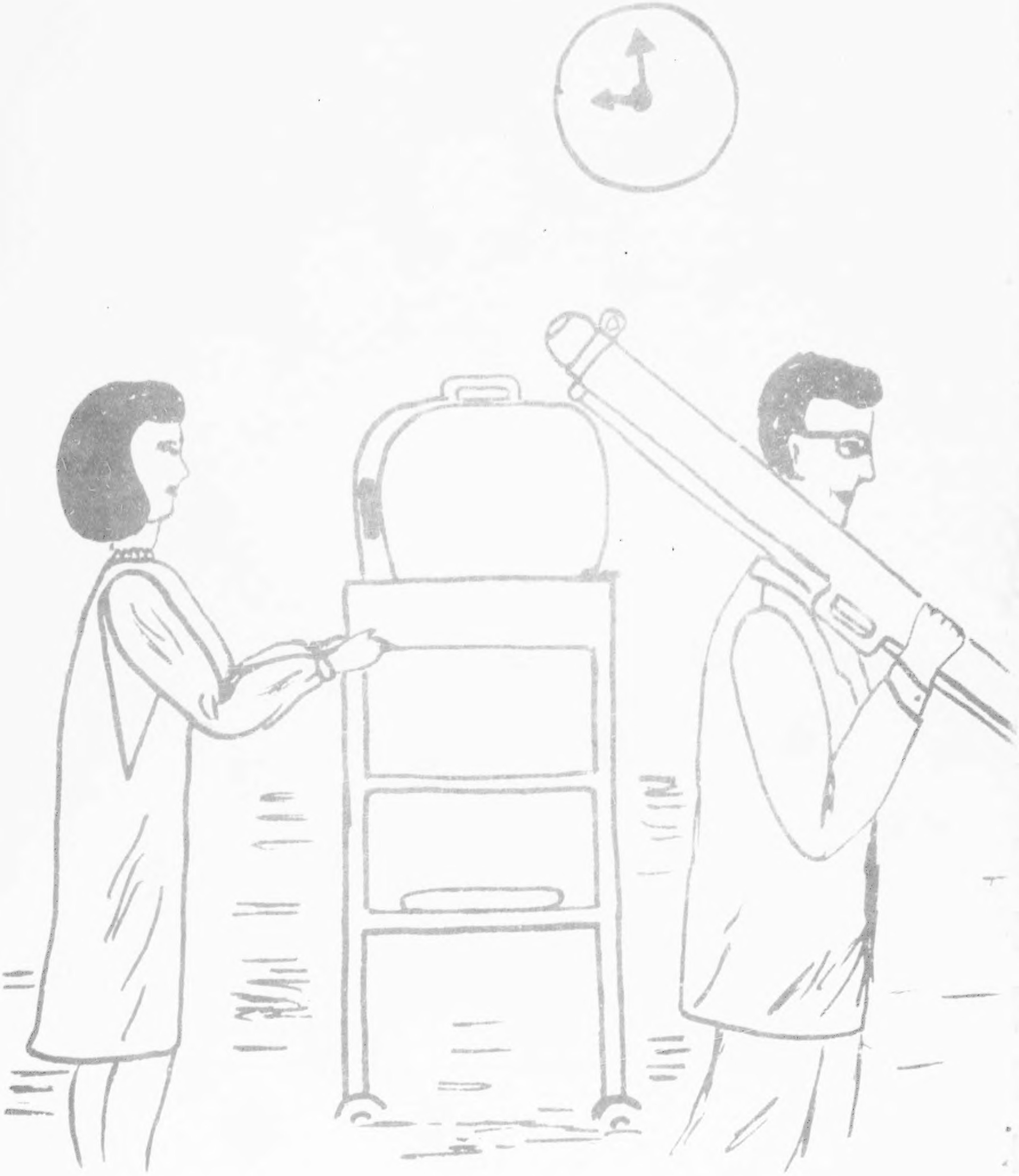
How might others view these qualities?
Maybe some would feel
If you get things done, you're a dictator;
or
If you insist that teachers follow course outlines,
you're inflexible,
or
If you"re agreeable or keep still, you're a rubber stamp;
or
If you have strong convictions, you're too blunt,
or
If you display your knowledge of the social sciences,
you're trying to impress others

And, about those teachers who are most
specific and complimentary.
How sure can you be that everything said
was thoroughly sincere?

A recent New Yorker cartoon pictures
two men standing together at an informal gathering,
one an executive and the other a subordinate.
The executive (looking determined) says:
"Forget that 'Mr. Meredith' business.
My name is Freddie.
We're not boss and employee here; we're just
a couple of guys having a friendly chat together.
Now then, in all sincerity,
What's your honest opinion of me?"

Perhaps the relationship between the social studies
department chairman and the social studies teacher
has some similarities to the above cartoon
It's not impossible

Problems like these make it hard to find out
whether your teachers are seeing you as you see yourself --
whether they notice the same kinds of things about you
that you tend to be concerned about.



"And of course, there's the problem of time . . ."

And of course, there's the problem of time
which gets in the way of almost everything
that you as a department head, or that your
social studies teachers try to do.

It would be nice if you could sit down with each one of your
teachers frequently, when both of you are relaxed,
and relatively free of the everyday pressures,
when you will not be interrupted.
Then you could perhaps find out better
how they felt about the school, social studies teaching,
and about you.

But we all know how difficult it is,
much as we would like to do this kind of thing.

The results of these difficulties is that social
studies department heads make the best possible guesses.

Most social studies department heads have much
interest in knowing the different ways in which
their teachers see (or understand, or find meaning in)
what social studies department heads are doing.

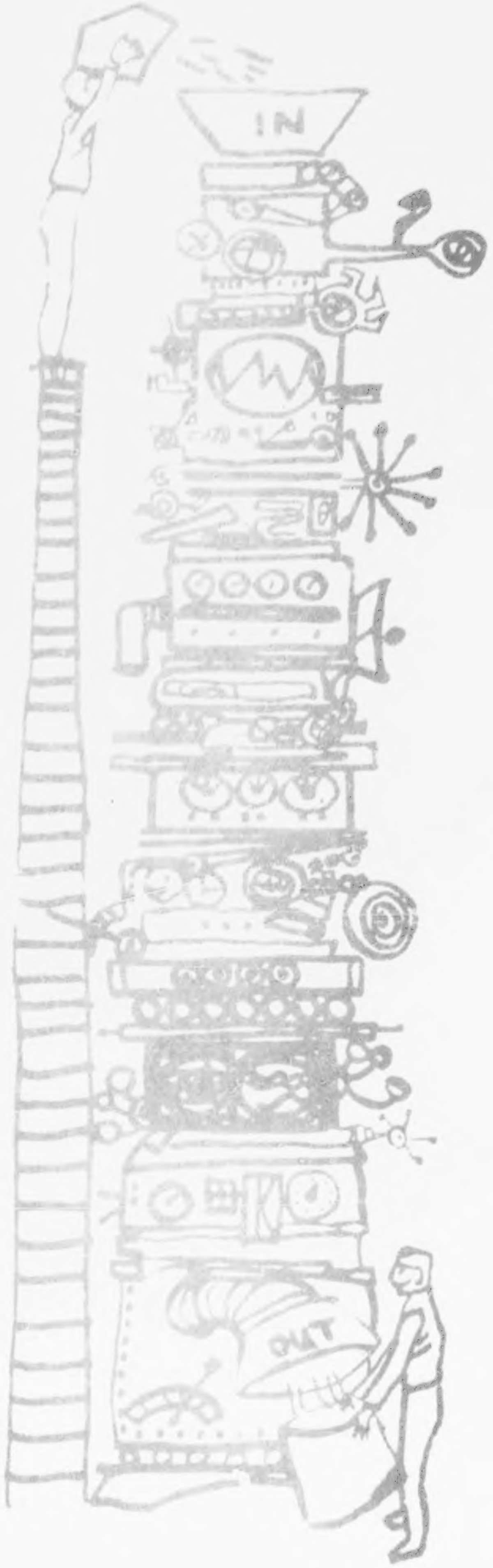
We'd like to get this information more reliably
than by the catch-as-catch-can method.

We've been trying to figure out a way
of getting hold of the elusive turns of mind
we have just been talking about.

You might think, offhand,
that it would take a six-hour interview,
or an electroencephalograph
to get at this kind of thing reliably.

But it won't!

What it requires is that you answer
the questions on the next few pages,
and later pass out similar forms
to your teachers.



"You know how fast these electronic computers work."

A great amount of potential information
is packed into the few pages of this questionnaire.
We have been able to achieve this condensation
through much pretesting and thought.
This enables us to reduce to a minimum
the time and effort required of you
and of your teachers,
and at the same time,
it will enable us to mail back to you
a lot of information about your teachers.

If you are like the average person,
it will take perhaps ten to fifteen minutes
to check off your answers in this booklet.

You will not have to do a lot of figuring.
In fact, you won't have to do any.
We do all the totaling and computing for you,
and make up an interpretive report
concerning your school and your particular teachers!

Of course, all results will be confidential.
No one will know what your teachers
or you had to say, no teachers, social studies
department heads, schools, or school districts
will be identified in any way.

We will punch all this information on cards,
and run the cards through an electronic computer,
which will handle all these data
in a special way
which this technique requires

You know how fast these electronic computers work.

Ours is all set up and ready to go.
We are planning to have the information
about your teachers computed and laid out
in understandable form and on its way back
to you at the earliest possible date.

This information will then be yours
to keep and to use.

Report on your Teachers' Opinions

"We hope that you will want this information about your teachers."

To sum up,
all you need to do
is find a few minutes at your convenience
to fill in the remaining pages of this booklet.

At a little later date,
give your teachers about fifteen minutes
to fill in their questionnaires.

Send the questionnaires to us,
and we will do the rest.

That is all there is to it.

We hope that you will want this information
about your teachers.

We have simplified procedures
for those social studies department heads
who need district clearance
before filling in questionnaires.
All superintendents of districts to which
this service will be made available,
have been approached and you are assured
that permission was obtained for you
to allow participation in this program. *

Your questionnaire starts on the next page.

---

* A few district superintendents did not respond
to our invitation to clear your participation.
If your address label carries a ✓ after your name,
you may want to get such clearance first,
if it is necessary in your district.

PART I HOW TO DO IT

This is not a "test."
There are no right or wrong answers.
An answer which tells us what your considered opinion is,
is a "correct" answer.

After each item
are eight different answers.
Pick one of these answers,
and carefully make an "X"
in the box in front of the answer.

FIRST,
read the sentence which tells
what a social studies chairman might do.

THEN,
Pick one, and only one, of the eight answers.

Make sure that your "X" marks just one of the boxes.
If you mark more than a single answer per question,
the questionnaire will not be interpretable.

LIKE THIS:

Goes to the movies often.	☐ Completely LIKE me ☐ Very much LIKE me ☐ Somewhat LIKE me ☐ A little bit LIKE me ☐ A little bit UNLIKE me ☒ Somewhat UNLIKE me ☐ Very much UNLIKE me ☐ Completely UNLIKE me

Now go ahead.

Offers concrete suggestions for improving classroom instruction

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Makes useful references and magazine articles available to teachers.

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Informs teachers of administrative decisions or actions that affect their work.

☒ Completely LIKE me
☐ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Encourages teachers to try different methods of teaching.

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Reports to the staff on highlights of professional meetings.

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Provides opportunities for teachers to share ideas.

☒ Completely LIKE me
☐ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Notifies teachers of workshops, institutes and other opportunities for professional growth.

☒ Completely LIKE me
☐ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Frees teachers from as much administrative detail as possible.

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Involves teachers in continuing improvement of the social studies program.

☐ Completely LIKE me
☒ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

Follow each classroom observation with helpful comments.

☐ Completely LIKE me
☐ Very much LIKE me
☐ Somewhat LIKE me
☐ A little bit LIKE me
☐ A little bit UNLIKE me
☐ Somewhat UNLIKE me
☐ Very much UNLIKE me
☐ Completely UNLIKE me

PART II THE BEST SOCIAL STUDIES CHAIRMAN YOU CAN IMAGINE

You should mark the questions in this part the same way you marked the questions in Part I.

BUT -

This time think of
the best social studies chairman you can imagine

For all of Part II, think of the best social studies chairman you can imagine, and think how that department head would act.

As before,
pick only one of the answers
and make an "X"
in the box in front of the answer.

Now go ahead.

Offers concrete suggestions for improving classroom instruction.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Makes useful references and magazine articles available to teachers.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Informs teachers of administrative decisions or actions that affect their work.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Encourages teachers to try different methods of teaching.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Reports to the staff on highlights of professional meetings.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Provides opportunities for teachers to share ideas.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Notifies teachers of workshops, institutes and other opportunities for professional growth.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Frees teachers from as much administrative detail as possible.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
[redacted]what LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Involves teachers in continuing improvement of the social studies program.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

Follows each classroom observation with helpful comments.

☒ Completely LIKE the best chairman
☐ Very much LIKE the best chairman
☐ Somewhat LIKE the best chairman
☐ A little bit LIKE the best chairman
☐ A little bit UNLIKE the best chairman
☐ Somewhat UNLIKE the best chairman
☐ Very much UNLIKE the best chairman
☐ Completely UNLIKE the best chairman

FINAL NOTE

All this information
which you have provided
will remain entirely confidential.
No one, department head or teacher,
will be identified by name
in any report.

When this information reaches us,
it will immediately be translated
into anonymous numbers.
And that is the way it will remain.
Summarized information about you
will be reported only to you.

Now in order to obtain questionnaires
for your teachers
please tell us:

[redacted]
Your name

28
How many teachers you have

The questionnaires will be mailed as
soon as possible.

Two more things:
First, we are interested in any comments
you may care to make.
(You could write them in the blank space on this page.)

Second, will you please
complete the questions on the next few pages.
Some of this information will be used
to help us analyze the backgrounds of the
social studies department chairmen who are
participating in this service.
The remainder will give us information
about social studies department heads
that is not now available.

Mark X in the appropriate box or boxes

1. ☒ Male ☐ Female ______

2. Age at last birthday

☐ 20 - 29 ☒ 30 - 39 ☐ 40 - 49 ☐ 50 or more ______

3. Highest level of education attained (think in terms of semester hours).

☐ Bachelor's degree only ☐ Master's degree
☐ Bachelor's + 30 units ☐ Master's + 30 units ______
☒ Bachelor's + 60 units or more ☐ Master's + 60 units or more
☐ Advanced Master's degree or Educational Specialist degree ☐ Doctorate

4. Years of experience as a social studies department head (Counting the present year).

☒ 1 - 2 ☐ 10 - 19
☐ 3 - 4 ☐ 20 + ______
☐ 5 - 9

5. Do you have tenure as a teacher?

☒ yes ☐ no ______

6. Do you hope to go into school administration?

☐ yes ☒ no ______

7. Do you hope to remain in your current position of social studied department chairman?

☐ yes ☒ no ______

8. Do you hope to return to full-time social studies teaching without the duties of department head?

☒ yes ☐ no ______

9. A Bachelor's degree in humanities or one of the social sciences should be required of all social studies department heads.

☒ strongly agree ☐ agree ☐ disagree ☐ strongly disagree ______

10. A Master's degree in one of the social sciences, the humanities, or in social studies education should be required of all social studies department heads.

☐ strongly agree ☒ agree ☐ disagree ☐ strongly disagree ______

11. Subject matter area of Bachelor's degree.

☒ anthropology

☒ economics

☒ education

☒ history

☒ political science

☒ psychology

☒ social science combination

☐ sociology

☒ social studies education

☐ none

☐ other (please write in) ____________________

12. Subject matter area of Master's degree.

☐ anthropology

☐ economics

☐ education

☐ history

☐ political science

☐ psychology

☐ social science combination

☐ sociology

☐ social studied education

☐ none

☐ other (please write in) ____________________

For the following two questions please put a (1) in the square for the subject area that you think most beneficial for a social studies department head. Next put a (2) in the square for the second most helpful subject, and a (3) in the box of your third choice. Select only a first, second and third choice, and mark them 1, 2, 3 .

13. The areas of specialization for the Bachelor's degree which you believe to be most helpful for a social studies department head are:

☐ anthropology

☐ economics

3 education (including school administration)

1 history

☐ political science

☐ psychology

2 social science combination

☐ sociology

☐ social studies education

☐ other (list) ____________________

14. The areas of specialization for the Master's degree which you believe to be most helpful for a social studies department head are:

☐ anthropology

☐ economics

☐ education (including school administration)

☐ history

☐ political science

☐ psychology

☐ social science combination

☐ sociology

☐ social studies education

☐ other (list) ____________________

For the following section you are asked to mark each item twice, once for the actual (A) situation, and a second time for what you perceive to be the ideal (I). All boxes in this section look like this A ☐ I ☐.

Please mark the top box for each actual choice, and the bottom box for ideal conditions.

For example:

You receive $400 for being department head, but you feel that a department head with your responsibilities ideally ought to get $800. The following question should be marked as indicated.

How much money do you receive above your regular teaching salary for serving as social studies chairman?

A ☐ I ☐ None
A ☐ I ☐ $1 - 199
A ☐ I ☐ $200 - 349
A ☒ I ☐ $350 - 499
A ☐ I ☐ $500 - 749
A ☐ I ☒ $750 - 999
A ☐ I ☐ $1000 or more

15. Years of experience as a social studies teacher before becoming a social studies chairman (count one year for each year you have taught three or more classes of social studies).

A ☐ I ☐ 1 - 2
A ☐ I ☐ 3 - 4
A ☐ I ☐ 5 - 9
A ☒ I ☒ 10 - 19
A ☐ I ☐ 20 - 29
A ☐ I ☐ 30 or more

16. The number of years that a social studies department head serves in your school is

A ☐ I ☐ 1
A ☐ I ☐ 2
A ☒ I ☒ 3
A ☐ I ☐ 4
A ☐ I ☐ 5 or more
A ☐ I ☐ indefinite

17. You as the social studies chairman in your school are

A ☐ I ☐ elected by the social studies faculty.

A ☐ I ☒ appointed by the administration from the school faculty.

A ☒ I ☐ appointed by the administration from personnel in the district.

A ☐ I ☐ appointed by the administration from personnel outside the district.

A ☐ I ☐ appointed by the administration from all available candidates whithout regard of origin.

18. Your professional memberships (mark as many as you think appropriate).

A ☒ I ☒ National Education Association

A ☒ I ☒ California Teachers Association

A ☒ I ☒ Local Teachers Organization

A ☐ I ☐ A Teachers Union

A ☒ I ☒ National Council for the Social Studies

A ☐ I ☐ California Council for the Social Studies

A ☐ I ☐ County Council for the Social Studies

A ☐ I ☐ One or more of the various social science/historical societies

19. Do you have tenure as a social studies chairman?

A ☐ I ☐ yes

A ☒ I ☒ no

20. Please rate each criterion as a possible influence upon your selection as social studies chairman.

		Very Important	Somewhat Important	Important	Not Important
Social studies curriculum expert	A		X		
	I	X			
Master teacher	A	X			
	I	X			
Senior teacher in department	A				X
	I				X
Active in social studies organizations	A		X		
	I		X		
Leader among social studies teachers	A		X		
	I		X		
Active solicitation for the position	A		X		
	I		X		

21. Please mark the number of periods you, and the social studies teachers in your department teach. (For schools with teams or other flexible arrangements estimate)

Your social studies teacher		Hours		You as department chairman
A	☐	0	A	☐
I	☐		I	☐
A	☐	1	A	☐
I	☐		I	☐
A	☐	2	A	☐
I	☐		I	☐
A	☐	3	A	☐
I	☐		I	☐
A	☐	4	A	☐
I	☐		I	☐
A	☒	5	A	☒
I	☒		I	☒
A	☐	6	A	☐
I	☐		I	☐
A	☐	7	A	☐
I	☐		I	☐

22. Please indicate as closely as possible the number of hours of clerical assistance you receive in your department each week. Separate paid clerks and student help.

		Hours		
Paid clerical assistance	A ☒	0	A ☐	Unpaid student help
	I ☐		I ☐	
	A ☐	1 - 10	A ☒	
	I ☒		I ☒	
	A ☐	11 - 25	A ☐	
	I ☐		I ☐	
	A ☐	26 - 40	A ☐	
	I ☐		I ☐	
	A ☐	41 or more	A ☐	
	I ☐		I ☐	

23. Please indicate as closely as possible how many hours a week you spend in reading professional literature. (educational, social science, and humanities)

	Hours	
A ☐	None	A ☐
I ☐		I ☐
A ☒	1 - 4	A ☐
I ☒		I ☐
A ☐	5 - 9	A ☐
I ☐		I ☐
A ☐	10 - 15	A ☐
I ☐		I ☐
A ☐	16 or more	A ☐
I ☐		I ☐

24. Please indicate the amount of money you receive above your regular teaching salary for serving as a department head?

A ☐	None	A ☐	$500 - 749
I ☐		I ☒	
A ☐	$1 - 199	A ☐	$750 - 999
I ☐		I ☐	
A ☒	$200 - 349	A ☐	$1000 or more
I ☐		I ☐	
A ☐	$350 - 499		
I ☐			

For the following section please mark actual (A) conditions in your school, and the ideal situation as you perceive it (I).

> YES means that this item is considered to be your responsibility.
> SOMETIMES indicates that you do this occasionally, but that others may do this also.
> NO means that you do not participate in this activity.

Do you as the social studies department head		YES	SOMETIMES	NO
25. assign teachers in your department to the subjects they teach?	A			X
	I		X	
26. assign teachers to levels of student groups? (I.Q., slow learners, college bound, etc.)	A			X
	I		X	
27. participate in the selection of new teachers for the social studies department?	A		X	
	I		X	
28. participate in the orientation of new social studies teachers to the school?	A		X	
	I		X	
29. work closely with substitute teachers as they are used for social studies in your school?	A		X	
	I		X	
30. take responsibility for setting up procedures to evaluate new social studies texts?	A	X		
	I	X		
31. keep your social studies staff informed about new developments in the social sciences and social studies education?	A	X		
	I	X		
32. encourage and/or participate in educational experimentation?	A	X		
	I	X		
33. aid social studies teachers with methodology of teaching?	A	X		
	I	X		
34. aid social studies teachers with evaluation of learning?	A	X		
	I	X		
35. aid social studies teachers with resources for teaching?	A	X		
	I	X		
36. aid social studies teachers in maintaining good discipline in their classes?	A			X
	I			X
37. stimulate the social studies teachers in professional growth?	A		X	
	I		X	
38. encourage membership in social studies professional organizations among your social studies teachers?	A	X		
	I	X		

39. Are you the chairman of more than ONE department in your school?

A ☐ I ☐ Yes

A ☒ I ☒ No

If YES please list the department (s) ______________________

For the following set of questions you are asked to indicate your participation in certain activities by a "YES" - "NO" response. In addition you are asked to give a frequency response for each "YES" answer. You should again give actual (A) and ideal (I) responses. Please try to fit your answers into one of the scheduled alternatives, and use the last column "Yes, but no schedule" as infrequently as possible.

If "YES" indicate frequency
Mark "X" in correct box

Do you as the social studies chairman

		YES	NO	More than once a week	Weekly	Bi-weekly	Monthly	Quarterly	Semi-annually	Yearly	Yes, but no schedule
40. hold departmental meetings?	A	X									X
	I	X									X
41. make supervisory visits to the classes of tenure teachers?	A		X								
	I		X								
42. make supervisory visits to the classes of non-tenure experienced teachers?	A		X								
	I		X								
43. make supervisory visits to the classes of new inexperienced teachers?	A		X								
	I		X								
44. teach demonstration lessons for certain staff members?	A	X									
	I	X									
45. have regular consultations with the principal?	A	X									
	I	X									
46. participate in social studies department curriculum planning?	A	X									
	I	X									
47. participate in curriculum planning for the entire school?	A	X									
	I	X									
48. make inventories of social studies books, equipment, and supplies?	A	X									
	I	X									
49. participate in curriculum planning for the entire school district in social studies?	A	X									
	I	X									
50. participate in general curriculum planning for the entire school district?	A	X									
	I	X									

Finally, put this booklet in the envelope that came with it. And drop it at the nearest place where mail gets picked up.

APPENDIX D

SAMPLE QUESTIONNAIRE:
TEACHER OPINION BOOKLET

TEACHER OPINION BOOKLET

This booklet has in it
some interesting questions about
social studies chairmen.

Your answers will be sealed in an envelope
and sent directly to Stanford University.

No one at your school or in your district
will know how you answered these questions.

The Project on Social Studies Chairmen
School of Education
Stanford University
Stanford, California

Stanford University
1966

PART I What is Your Social Studies Chairman Like?

HOW TO ANSWER THE QUESTIONS:

When you turn this page you will find some
items which describe social studies chairman behavior.

After each item are eight different answers.
Pick one of these answers and write the number corresponding
to the answer next to the number of the item on the answer card
and under the first column marked PART I:
How Much Like Your Social Studies Chairman?

Here is an example:

O. Purchases maps and charts for social studies teachers.

1. Completely LIKE my chairman
2. Very much LIKE my chairman
3. Somewhat LIKE my chairman
4. A little bit LIKE my chairman
5. A little bit UNLIKE my chairman
6. Somewhat UNLIKE my chairman
7. Very much UNLIKE my chairman
8. Completely UNLIKE my chairman

If you decided to choose "2", you would write "2"
on the answer card as you see in the example on
the answer card.

First,
read the sentence which tells you
what your department head might do.

Then,
write the number corresponding to your answer
on the answer card in the first column,
next to the number of the item.

Sometimes you may feel that a selection
of only one of the eight different answers is difficult.
Two of the choices may be so close that it
is not easy to decide on only one answer.
Even in such cases, please make a choice.
You should choose only one answer to each question.

Please go along thoughtfully,
but you need not take much time.

From now on, go right along without waiting.

1. Offers concrete suggestions for improving classroom instruction.
    1. Completely LIKE my chairman
    2. Very much LIKE my chairman
    3. Somewhat LIKE my chairman
    4. A little bit LIKE my chairman
    5. A little bit UNLIKE my chairman
    6. Somewhat UNLIKE my chairman
    7. Very much UNLIKE my chairman
    8. Completely UNLIKE my chairman
2. Makes useful references and magazine articles available to teachers.
    1. Completely LIKE my chairman
    2. Very much LIKE my chairman
    3. Somewhat LIKE my chairman
    4. A little bit LIKE my chairman
    5. A little bit UNLIKE my chairman
    6. Somewhat UNLIKE my chairman
    7. Very much UNLIKE my chairman
    8. Completely UNLIKE my chairman
3. Informs teachers of administrative decisions or actions that affect their work.
    1. Completely LIKE my chairman
    2. Very much LIKE my chairman
    3. Somewhat LIKE my chairman
    4. A little bit LIKE my chairman
    5. A little bit UNLIKE my chairman
    6. Somewhat UNLIKE my chairman
    7. Very much UNLIKE my chairman
    8. Completely UNLIKE my chairman
4. Encourages teachers to try different methods of teaching.
    1. Completely LIKE my chairman
    2. Very much LIKE my chairman
    3. Somewhat LIKE my chairman
    4. A little bit LIKE my chairman
    5. A little bit UNLIKE my chairman
    6. Somewhat UNLIKE my chairman
    7. Very much UNLIKE my chairman
    8. Completely UNLIKE my chairman
5. Reports to the staff on highlights of professional meetings.
    1. Completely LIKE my chairman
    2. Very much LIKE my chairman
    3. Somewhat LIKE my chairman
    4. A little bit LIKE my chairman
    5. A little bit UNLIKE my chairman
    6. Somewhat UNLIKE my chairman
    7. Very much UNLIKE my chairman
    8. Completely UNLIKE my chairman

6. Provides opportunities for teachers to share ideas.	1. Completely LIKE my chairman 2. Very much LIKE my chairman 3. Somewhat LIKE my chairman 4. A little bit LIKE my chairman 5. A little bit UNLIKE my chairman 6. Somewhat UNLIKE my chairman 7. Very much UNLIKE my chairman 8. Completely UNLIKE my chairman
7. Notifies teachers of workshops, institutes and other opportunities for professional growth.	1. Completely LIKE my chairman 2. Very much LIKE my chairman 3. Somewhat LIKE my chairman 4. A little bit LIKE my chairman 5. A little bit UNLIKE my chairman 6. Somewhat UNLIKE my chairman 7. Very much UNLIKE my chairman 8. Completely UNLIKE my chairman
8. Frees teachers from as much administrative detail as possible.	1. Completely LIKE my chairman 2. Very much LIKE my chairman 3. Somewhat LIKE my chairman 4. A little bit LIKE my chairman 5. A little bit UNLIKE my chairman 6. Somewhat UNLIKE my chairman 7. Very much UNLIKE my chairman 8. Completely UNLIKE my chairman
9. Involves teachers in continuing improvement of the social studies program.	1. Completely LIKE my chairman 2. Very much LIKE my chairman 3. Somewhat LIKE my chairman 4. A little bit LIKE my chairman 5. A little bit UNLIKE my chairman 6. Somewhat UNLIKE my chairman 7. Very much UNLIKE my chairman 8. Completely UNLIKE my chairman
10. Follows each classroom observation with helpful comments.	1. Completely LIKE my chairman 2. Very much LIKE my chairman 3. Somewhat LIKE my chairman 4. A little bit LIKE my chairman 5. A little bit UNLIKE my chairman 6. Somewhat UNLIKE my chairman 7. Very much UNLIKE my chairman 8. Completely UNLIKE my chairman

PART II The Best Social Studies Chairman You Can Imagine

You should mark the questions in this part
by the same method as in Part I.

BUT --

This time think of the BEST SOCIAL STUDIES DEPARTMENT CHAIRMAN
YOU CAN IMAGINE.

In the rest of the booklet,
think of the best social studies chairman you can imagine,
and think how that department head would act.

Pick only one of the answers
and write the number of that answer on the answer card
next to the number of the item
under the column marked PART II:
How Much Like the Best Social Studies Chairman?

Now, go ahead.

11. Offers concrete suggestions for improving classroom instruction.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

12. Makes useful references and magazine articles available to teachers.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

13. Informs teachers of administrative decisions or actions that affect their work.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

14. Encourages teachers to try different methods of teaching.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

15. Reports to the staff on highlights of professional meetings.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

16. Provides opportunities for teachers to share ideas.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

17. Notifies teachers of workshops, institutes and other opportunities for professional growth

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

18. Frees teachers from as much administrative detail as possible.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

19. Involves teachers in continuing improvement of the social studies program.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

20. Follows each classroom observation with helpful comments.

1. Completely LIKE the best chairman
2. Very much LIKE the best chairman
3. Somewhat LIKE the best chairman
4. A little bit LIKE the best chairman
5. A little bit UNLIKE the best chairman
6. Somewhat UNLIKE the best chairman
7. Very much UNLIKE the best chairman
8. Completely UNLIKE the best chairman

Your questionnaire is now finished.
Please go back over your
answer card to be sure
you have answered every question
in Part I and Part II.

Please answer any you have skipped.

Now, place the answer card
in the large envelope which
your department head has indicated earlier.

Make sure that the envelope is sealed
and that a teacher has taken charge
of it for mailing.

Your answers are now ready
for the Stanford computer,
and your anonymity is guaranteed.

Thank you.

APPENDIX E

SAMPLE FEEDBACK: REPORT ON YOUR TEACHERS' OPINIONS

Report on

YOUR TEACHERS' OPINIONS

for ______________________________

THE PROJECT ON SOCIAL STUDIES CHAIRMEN

School of Education

Stanford University

Stanford, California

REPORT ON YOUR TEACHERS" OPINIONS

The last ten pages of this pamphlet bear charts which summarize the Teacher Opinion Booklet. BUT JUST A MOMENT, PLEASE. You will probably want to turn directly to the charts, and we hope you will find them largely self-explanatory.

Because there are important things to be said about these charts, we hope that you will return to Page 2 after you have glanced over the charts.

EXPLANATION OF THE ANALYSIS

In computing the points on the answer-scale chosen by the median teacher, the responses used were those of all teachers in your department who answered the questions according to the instructions.

In the Teacher Opinion Booklet there were ten items. These items appear at the tops of the last ten pages of charts in this booklet. In looking them over, you will notice that they are all easily recognizable behaviors.

That is, one teacher could usually be expected to agree with another in regard to how much one of these behaviors was like his social studies chairman.

What we tried to do in selecting the items (and they underwent a long period of pretesting) was to pick a sample of "reference points" in the process of social studies chairman-teacher interaction, which could easily be understood and recognized by every teacher, and against which every teacher's feelings about the interaction could be measured.

To sum up:

When the teacher gives his answers to the questions, either in regard to his ideal chairman or in regard to his actual department head, he is talking about happenings in the school which he can clearly observe, understand, and remember.

The teachers were asked,
"Is this LIKE your social studies chairman?"
Because they were asked this question, their answers indicate the importance which they feel the particular action has in your total behavior.

Two teachers may agree on whether you do a thing, but disagree on the meaning of your doing it.
One teacher may feel that the action is typical of your behavior (completely or very much LIKE you).
Another may feel that the same action was dictated by circumstances and that it really is UNLIKE you.

In brief, by picking a sample of firm reference points and by asking revealing questions about them, we are able to offer you a picture of the MEANING which your actions have for your teachers.

By comparing your own feelings about the importance of these items with the responses which your teachers gave when they were asked about your actions, and about the behavior of their ideal social studies chairman, you can form an estimate of the way your actions are being interpreted by your teachers.

And now . . .

HOW TO READ THE CHARTS

Each of the last ten pages of this booklet deals with one of the items (possible social studies chairman actions) which appeared in the Teacher Opinion Booklet.

The item being dealt with appears across the top of the page. On each page is a chart showing your teachers' responses to the item in regard to their ACTUAL social studies chairman, and your teachers' responses to the same item in regard to their IDEAL social studies chairman.

The scale on the left of the chart (marked with the red pointer), tells you what your teachers say about their chairman, YOU.

The scale on the right of the chart (marked with the blue pointer), tells you what your teachers say about their ideal social studies chairman.

The labeled pointer indicates the position of the scale of the median social studies teacher in your school. (Fifty per cent of the teachers answered on either side of this point.)

You will notice that the possible answers on the two scales line up with each other across the page.

Are the two pointers exactly on a level with each other?
If so, then the median teacher in your school sees the action printed across the top of the page as being exactly as much like YOU as like his IDEAL social studies chairman.

Is the red triangle higher than the blue one?

If so, then the median teacher sees this action as being more like you than like his ideal social studies chairman.

Is the red triangle lower than the blue one?

If so, then the median teacher sees this action as being less like you than like his ideal social studies chairman.

If you have any questions about any of this, please feel free to write us.

Offers concrete suggestions for improving classroom instruction

Actual Ideal

Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

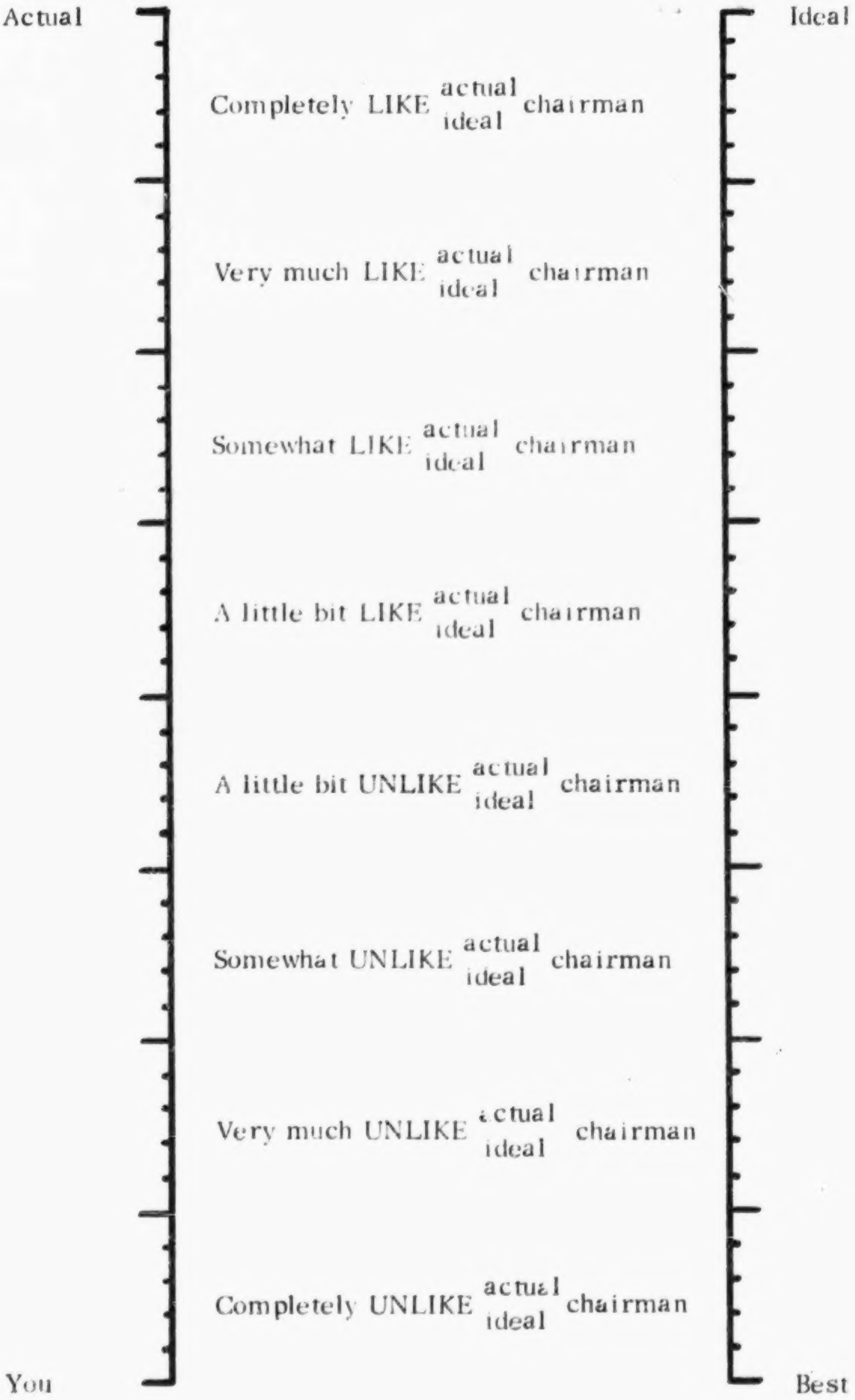
Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

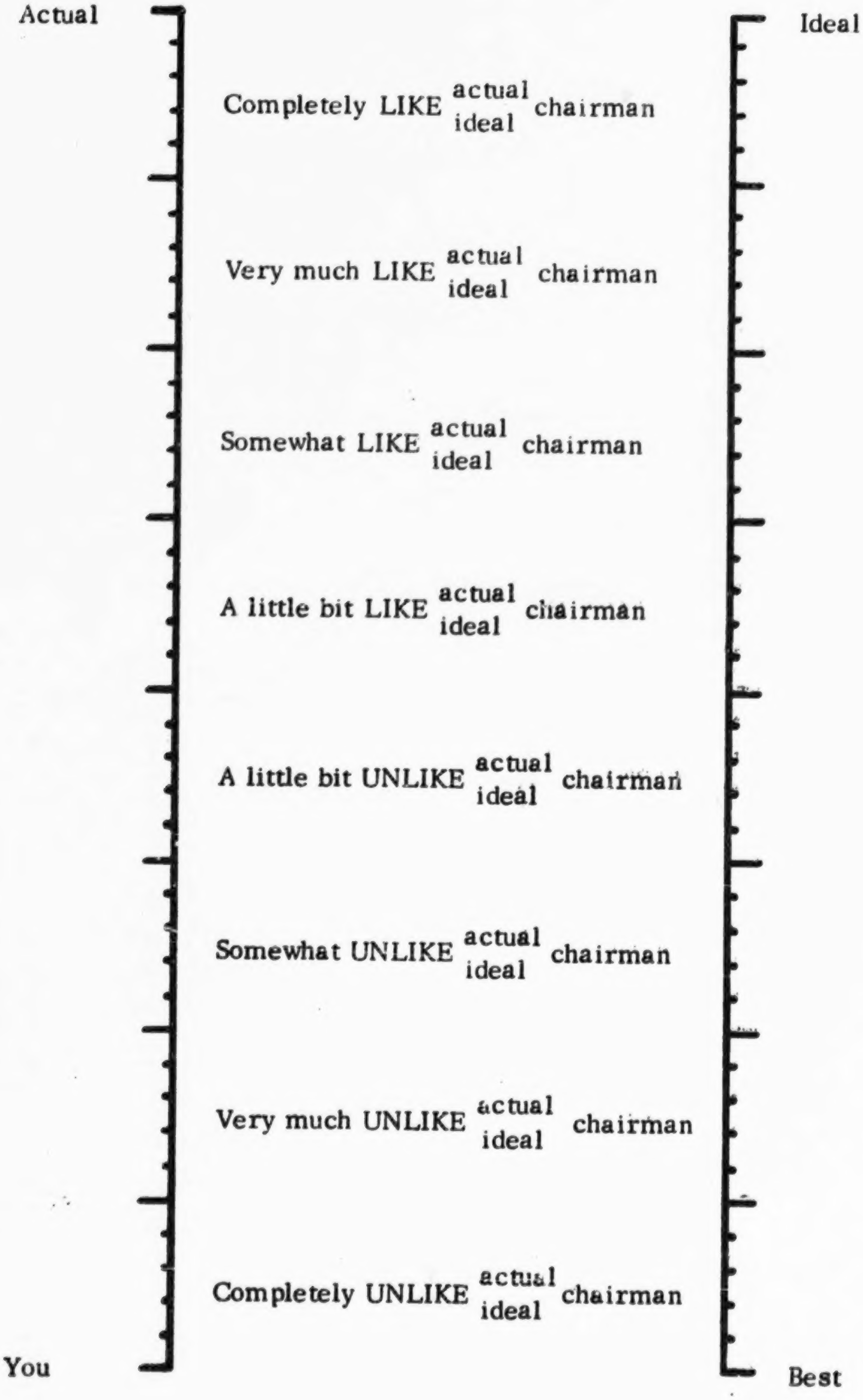
Completely UNLIKE actual ideal chairman

You Best

Makes useful references and magazine articles available to teachers


Actual
Ideal
Completely LIKE actual ideal chairman
Very much LIKE actual ideal chairman
Somewhat LIKE actual ideal chairman
A little bit LIKE actual ideal chairman
A little bit UNLIKE actual ideal chairman
Somewhat UNLIKE actual ideal chairman
Very much UNLIKE actual ideal chairman
Completely UNLIKE actual ideal chairman
You
Best

Informs teachers of administrative decisions or actions that affect their work



Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

Encourages teachers to try different methods of teaching

Actual Ideal

Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

You Best

Reports to the staff on highlights of professional meetings

Actual
Ideal

Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

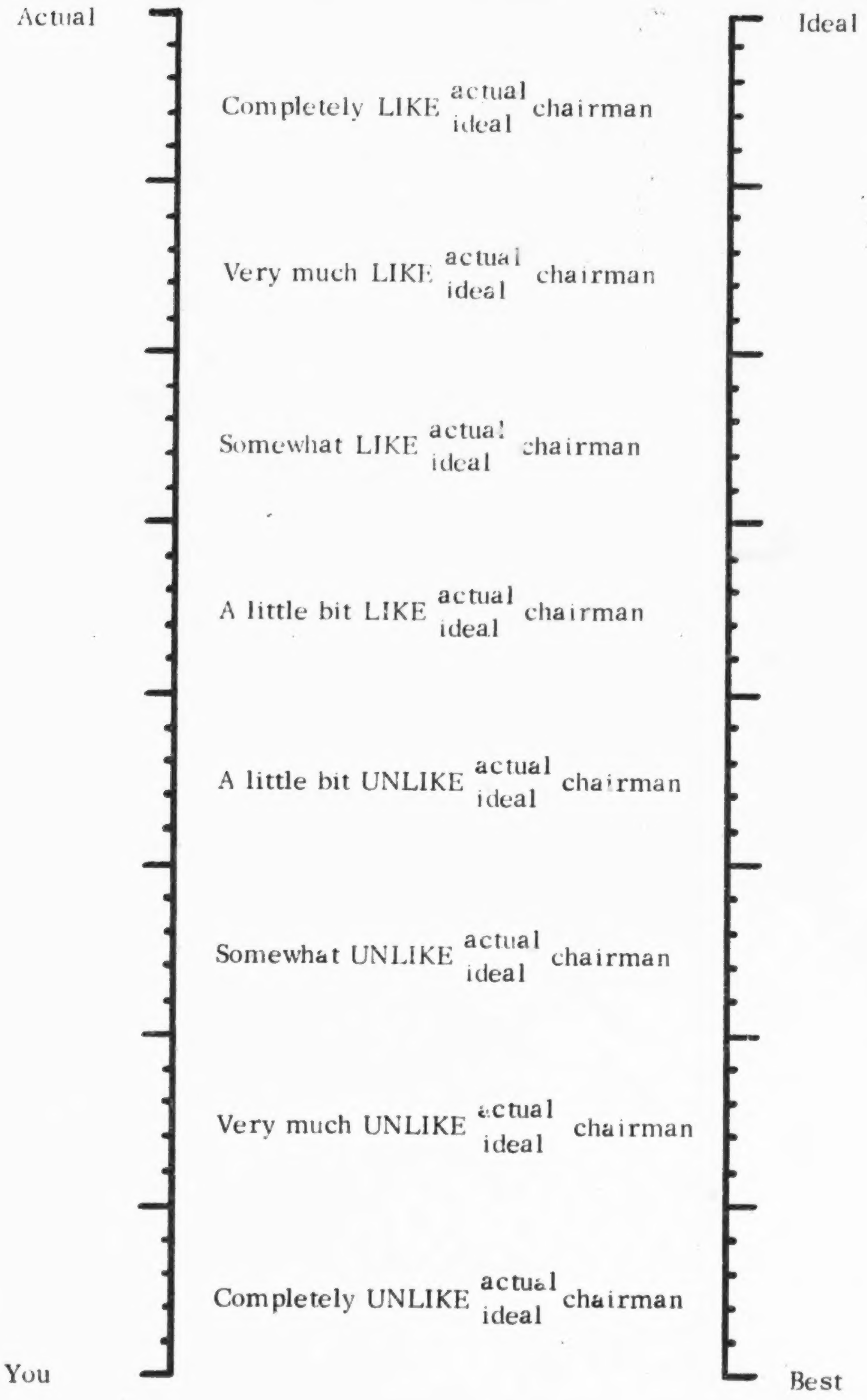
Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

You
Best

Provides opportunities for teachers to share ideas



Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

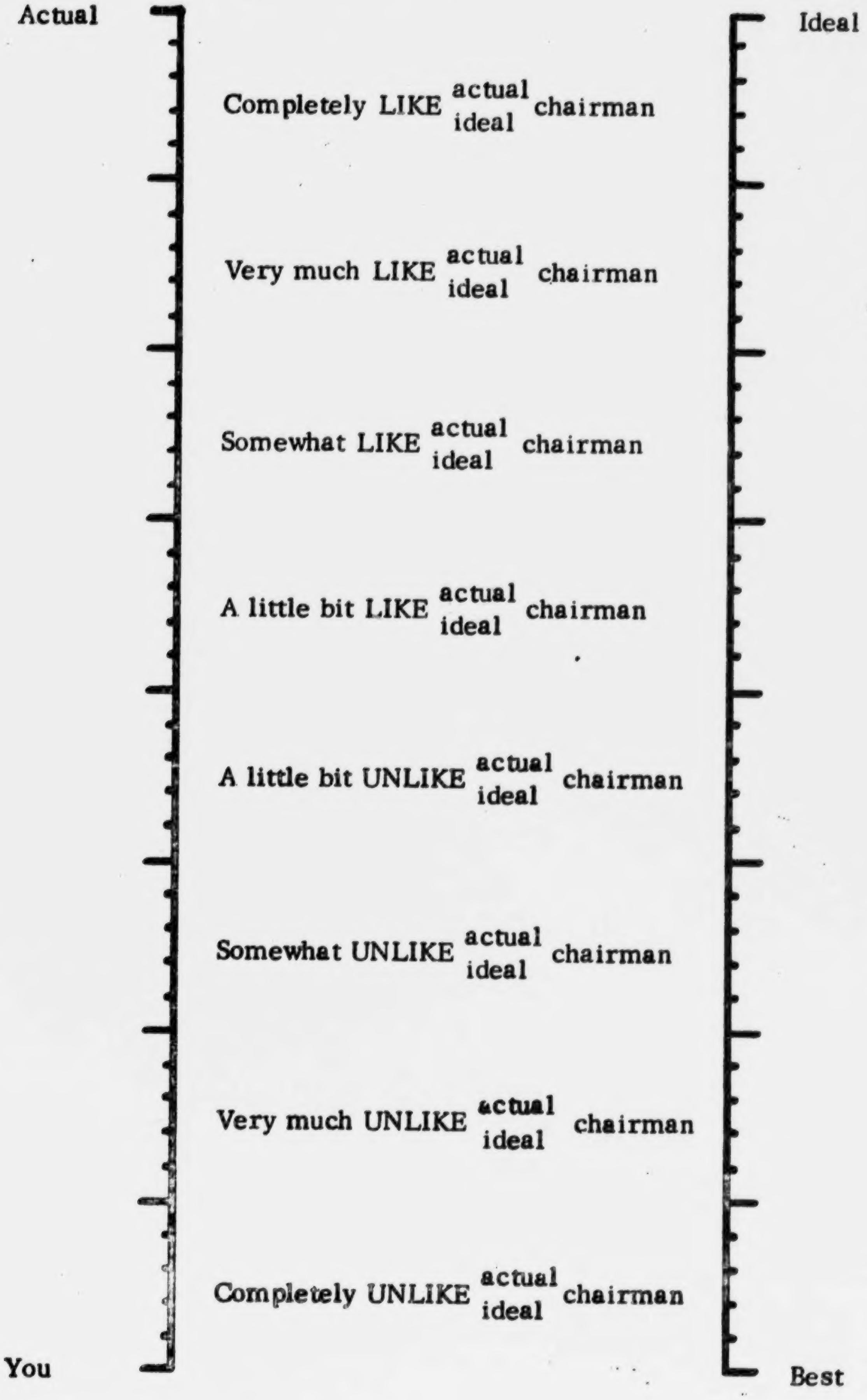
A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

Notifies teachers of workshops, institutes and other opportunities for professional growth



Actual

Ideal

Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

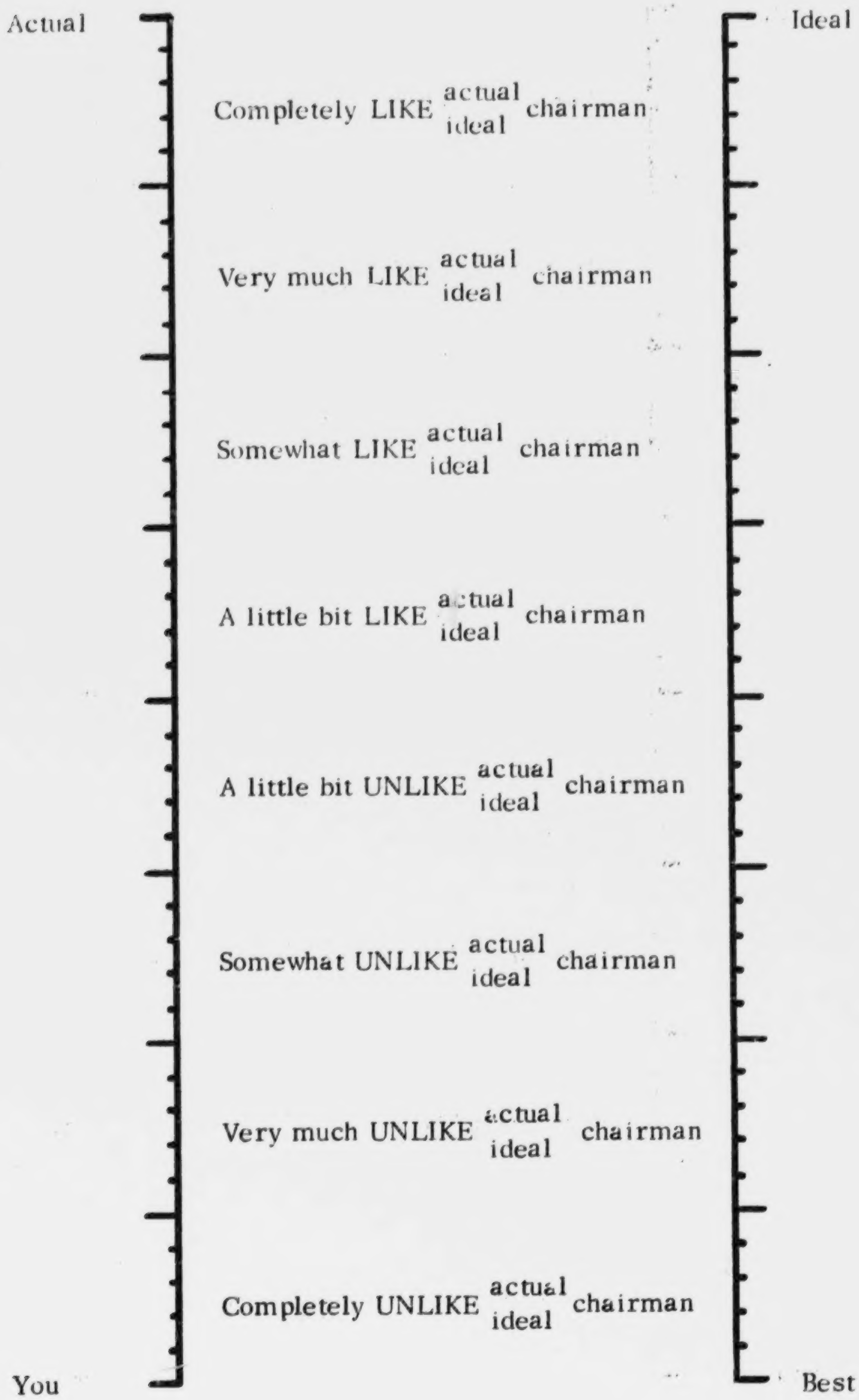
Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

You

Best

Frees teachers from as much administrative detail as possible



Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

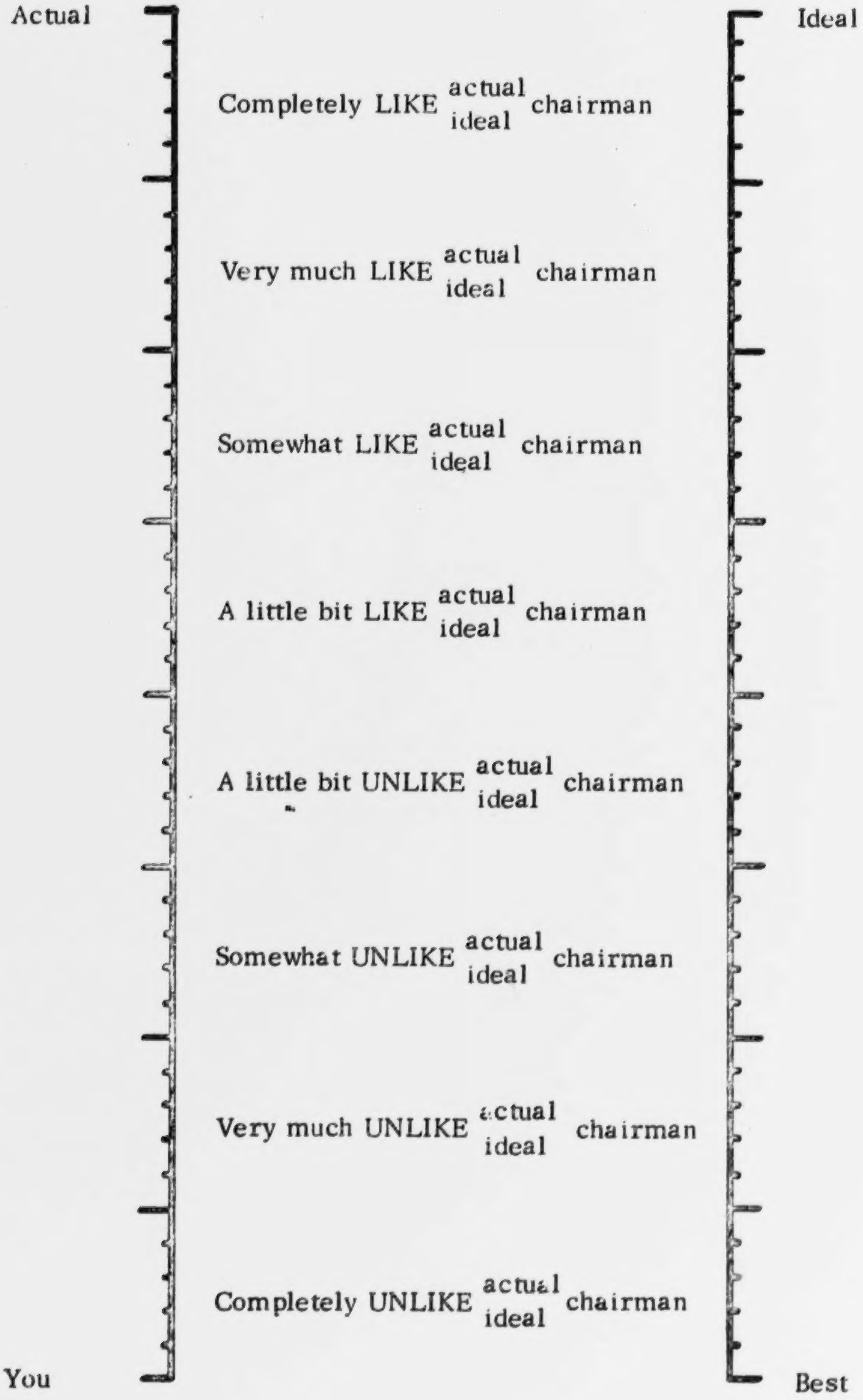
A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

Involves teachers in continuing improvement of the social studies program



Completely LIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

Very much LIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

Somewhat LIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

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Somewhat UNLIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

Very much UNLIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

Completely UNLIKE $\genfrac{}{}{0pt}{}{\text{actual}}{\text{ideal}}$ chairman

Follows each classroom observation with helpful comments

Actual

Ideal

Completely LIKE actual ideal chairman

Very much LIKE actual ideal chairman

Somewhat LIKE actual ideal chairman

A little bit LIKE actual ideal chairman

A little bit UNLIKE actual ideal chairman

Somewhat UNLIKE actual ideal chairman

Very much UNLIKE actual ideal chairman

Completely UNLIKE actual ideal chairman

You

Best

APPENDIX F

DATA ON CALIFORNIA SOCIAL STUDIES DEPARTMENT CHAIRMEN

FROM

WHAT DO THEY EXPECT?

Appendix F contains the tabulated data from the WDTE questionnaires.

The social studies department chairmen are divided by school ADA into the following groups:

Group 1 ADA 1000 - 1499
Group 2 ADA 1500 - 1999
Group 2 ADA 2000 - 2499
Group 4 ADA 3000 or more.

Percentages of all totals are given below total scores.

In addition to the basic tables for all chairmen, the data for the experimental group (E) were separated into three subgroups, namely, the social studies department chairmen who changed most (H), average, (M), and least (L) under the pressure of feedback. The corresponding percentage figures appear below each of the subgroup entries.

Totals vary with each question because not all answers were readable, and sometimes no answers or more than one answer was given.

The following abreviations are used in the tables:

A - Actual
I - Ideal
T - Total
P - Percent
H - Subgroup of experimental department heads who changed most under pressure of feedback.
M - Subgroup of experimental department heads who made average changes under pressure of feedback.
L - Subgroup of experimental department heads who changed least under pressure of feedback.

Table F1

Sex

Group	Male	Female	T
1	70	10	80
2	89	5	94
3	63	14	77
4	24	7	31
5	12	0	12
T	258	36	294
P	88	12	100
H	19	1	20
P	95	5	100
M	25	5	30
P	83	17	100
L	18	2	20
P	90	10	100

Table F2

Age

Group	20-29	30-39	40-49	50 +	T
1	10	31	26	13	80
2	6	37	35	16	94
3	2	28	27	20	77
4	1	9	11	10	31
5	0	6	4	2	12
T	19	111	103	61	294
P	6	38	35	21	100
H	2	8	7	3	20
P	10	40	35	15	100
M	2	9	14	5	30
P	7	30	46	17	100
L	4	5	8	3	20
P	20	25	40	15	100

Table F3

Highest Level of Education Attained (Semester Hours)

Group	B. A.	B. A. +30	B. A. +60	M. A.	M. A. +30	M. A. +60	Adv. M. A. or Educ. Spec.	Doctorate	T
1	1	9	22	8	20	19	1	0	80
2	0	6	18	16	23	28	2	1	94
3	0	2	17	12	20	25	1	0	77
4	0	1	9	1	8	12	0	0	31
5	0	0	3	1	4	4	0	0	12
T	1	18	69	38	75	88	4	1	294
P	.3	6	23	13	26	30	1	.3	100
H	0	0	3	4	7	6	0	0	20
P	-	-	15	20	35	30	-	-	100
M	0	1	8	6	3	10	2	0	30
P	-	3	27	20	10	33	7	-	100
L	0	3	3	6	6	2	0	0	20
P	-	15	15	30	30	10	-	-	100

Table F4

Years of Experience as a Social Studies Department Head

Group	1-2	3-4	5-9	10-19	20 +	T
1	35	13	20	12	0	80
2	31	19	30	9	5	94
3	23	20	23	10	1	77
4	11	2	11	6	1	31
5	2	5	4	1	0	12
T	102	59	88	38	7	294
P	35	20	30	13	2	100
H	6	5	5	4	0	20
P	30	25	25	20	-	100
M	8	6	12	2	2	30
P	26	20	40	7	7	100
L	12	2	6	0	0	20
P	60	10	30	-	-	100

Table F5

Do You Have Tenure as a Teacher?

Group	Yes	No	T
1	70	10	80
2	86	8	94
3	72	5	77
4	31	0	31
5	12	0	12
T	271	23	294
P	92	8	100
H	16	4	20
P	80	20	100
M	29	1	30
P	97	3	100
L	18	2	20
P	90	10	100

Table F6

Do You Hope to go Into School Administration?

Group	Yes	No	T
1	12	66	78
2	15	78	93
3	10	67	77
4	2	28	30
5	3	9	12
T	42	248	290
P	14	86	100
H	2	18	20
P	10	90	100
M	1	28	29
P	3	97	100
L	4	15	19
P	21	79	100

Table F7

Do You Hope to Remain in Your Current Position as Social Studies Chairman?

Group	Yes	No	T
1	57	22	79
2	63	28	91
3	54	22	76
4	18	10	28
5	9	3	13
T	201	85	286
P	70	30	100
H	15	5	20
P	75	25	100
M	23	6	29
P	79	21	100
L	11	8	19
P	58	42	100

Table F8

Do You Hope to Return to Full-time Social Studies Teaching (not as Department Head)?

Group	Yes	No	T
1	12	61	73
2	19	66	85
3	19	53	72
4	7	19	26
5	2	10	12
T	59	209	268
P	22	78	100
H	2	14	16
P	13	87	100
M	5	23	28
P	18	82	100
L	6	13	19
P	32	68	100

Table F9

A Bachelor's Degree in Humanities or One of the Social Sciences Should be Required of all Social Studies Department Heads.

Group	Strongly Agree	Agree	Disagree	Strongly Disagree	T
1	67	11	2	0	80
2	77	16	1	0	94
3	60	15	2	0	77
4	26	2	3	0	31
5	12	0	0	0	12
T	242	44	8	0	294
P	82	15	3	0	100
H	12	8	0	0	20
P	60	40	-	-	100
M	24	6	0	0	30
P	80	20	-	-	100
L	17	2	1	0	20
P	85	10	5	-	100

Table F10

A Master's Degree in Humanities or One of the Social Sciences Should be Required of all Social Studies Department Heads.

Group	Strongly Agree	Agree	Disagree	Strongly Disagree	T
1	26	30	18	5	79
2	32	38	22	1	93
3	22	32	18	5	77
4	17	8	4	2	31
5	3	8	1	0	12
T	100	116	63	13	292
P	34	40	22	4	100
H	4	10	5	1	20
P	20	50	25	5	100
M	11	14	3	2	30
P	37	46	10	7	100
L	6	8	6	0	20
P	30	40	30	-	100

Table F11

Subject Matter Area of Bachelor's Degree*

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology.	Soc. St. Educ.	T
T	0	6	4	90	19	5	107	2	30	263
P	-	2	2	34	7	2	41	1	11	100
H	0	0	5	3	5	0	6	0	0	19
P	-	-	26	16	26	-	32	-	-	100
M	0	1	1	16	3	0	8	0	0	29
P	-	3	3	55	11	-	28	-	-	100
L	0	1	0	7	3	0	7	0	0	18
P	-	6	-	39	16	-	39	-	-	100

Other bachelor's degrees reported:

Art	1	Foreign Language	3	Music	2
Business	3	Geography	3	Philosophy	2
Church History	1	International Rel.	2	Physical Educ.	2
English	6	Law	1		

Table 12

Subject Matter of Master's Degree*

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology.	Soc. St. Educ.	T
T	0	1	56	57	13	0	52	3	17	199
P	-	.5	28	29	6.5	-	26	1.5	8.5	100
H	0	0	6	5	2	0	1	0	1	15
P	-	-	40	33	13	-	7	-	7	100
M	0	0	5	8	3	0	6	0	0	22
P	-	-	23	36	14	-	27	-	-	100
L	0	1	2	6	2	0	4	0	0	15
P	-	7	13	40	13	-	27	-	-	100

Other master's degrees reported:

Art	1	Geography	3	Philosophy	1
English	3	International Rel.	2	Physical Educ.	2
Foreign Language	2	Music	2	Theology	2

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*For technical reasons these data were not stratified by ADA. All dual and triple majors were recorded as social science combinations.

Table F13

Area of Specialization for Bachelor's Degree that Would be Most Helpful for a Social Studies Chairman

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	0	1	3	33	5	0	33	0	2	77
2	1	2	3	36	6	0	37	2	2	89
3	0	0	2	41	5	0	26	0	0	74
4	0	1	0	12	3	0	13	0	2	31
5	0	1	0	6	3	0	2	0	0	12
T	1	5	8	128	22	0	111	2	6	283
P	.3	2	3	45	8	-	39	.7	2	100

Also reported were: English 1, Geography 3, Law 1, and Public Administration 1.

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
H	0	0	1	8	1	0	10	0	0	20
P	-	-	5	40	5	-	50	-	-	100
M	0	0	1	11	2	0	15	0	1	30
P	-	-	3	37	7	-	50	-	3	100
L	0	2	0	9	1	0	8	0	0	20
P	-	10	-	45	5	-	40	-	-	100

Table F14

Area of Specialization for Bachelor's Degree that Would be Second Most Helpful for Social Studies Chairmen

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	2	2	5	19	16	4	12	4	5	69
2	1	2	2	24	27	3	12	2	5	78
3	1	6	0	21	22	1	12	2	4	69
4	0	0	1	7	8	1	3	3	3	26
5	0	1	0	2	2	3	3	0	0	11
T	4	11	8	73	75	12	42	11	17	253
P	2	4	3	29	29	5	17	4	7	100
H	0	1	0	7	5	0	3	0	0	16
P	-	6	-	44	31	-	19	-	-	100
M	1	1	1	10	6	2	3	1	2	27
P	4	4	4	37	22	7	11	4	7	100
L	0	0	2	6	8	0	1	0	1	18
P	-	-	11	33	44	-	6	-	6	100

Table F15

Area of Specialization for Bachelor's Degree that Would be Third Most Helpful for Social Studies Chairmen

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	2	9	4	10	18	2	9	5	11	70
2	2	14	6	7	21	7	4	8	8	77
3	1	9	7	3	24	3	11	4	7	69
4	0	4	3	6	5	1	5	0	1	25
5	1	1	3	1	4	0	0	1	0	11
T	6	37	23	27	72	13	29	18	27	252
P	2	15	9	11	28.5	5	11.5	7	11	100
H	0	1	2	0	4	1	5	0	3	16
P	-	6	13	-	25	6	31	-	19	100
M	1	6	1	1	8	1	4	1	3	26
P	4	23	4	4	31	4	15	4	11	100
L	0	2	3	1	4	2	2	3	0	17
P	-	12	18	5	23	12	12	18	-	100

Table F16

Area of Specialization for Master's Degree that Would be Most Helpful for Social Studies Chairmen

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	0	0	8	25	4	1	25	0	10	73
2	0	3	8	25	6	1	34	1	6	84
3	0	0	7	32	4	0	25	0	1	69
4	0	2	2	9	4	0	10	0	2	29
5	0	0	1	2	4	0	4	0	0	11
T	0	5	26	93	22	2	98	1	19	266
P	0	2	10	35	8	.7	37	.3	7	100
H	0	0	2	8	2	0	5	0	3	20
P	-	-	10	40	10	-	25	-	15	100
M	0	0	0	8	1	0	17	0	1	27
P	-	-	-	30	4	-	62	-	4	100
L	0	0	3	4	3	0	9	0	1	20
P	-	-	15	20	15	-	45	-	5	100

Also reported were: Geography 2, International Relations 1, and Public Administration 1.

Table F17

Area of Specialization for Master's Degree that Would be Second Most Helpful for Social Studies Chairmen

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	0	4	6	17	14	2	12	4	5	64
2	3	2	6	21	21	1	11	2	7	74
3	2	4	3	19	19	2	6	1	8	64
4	0	1	1	5	9	0	4	1	3	24
5	1	0	1	3	1	1	1	1	1	9
T	5	12	16	62	66	6	34	9	24	235
P	2	5	7	26	28	3	15	4	10	100
H	0	0	1	5	6	0	4	1	0	17
P	-	-	6	29	35	-	24	6	-	100
M	1	0	1	9	5	1	3	0	4	24
P	4	-	4	37	21	4	13	-	17	100
L	0	1	2	5	2	2	3	1	2	18
P	-	6	11	27	11	11	17	6	11	100

Table F18

Area of Specialization for Master's Degree that Would be Third Most Helpful for a Social Studies Chairman

Group	Anthro.	Econ.	Educ.	Hist.	Pol. Sci.	Psych.	Soc. Sci. Comb.	Sociology	Soc. St. Educ.	T
1	4	7	5	3	18	5	9	5	7	63
2	2	10	5	8	14	7	8	3	15	72
3	0	11	8	4	19	4	7	5	6	64
4	1	3	3	4	3	2	6	0	2	24
5	0	1	2	5	2	0	0	0	0	10
T	7	32	23	24	56	18	30	13	30	233
P	3	14	10	10	24	8	13	5	13	100
H	0	3	1	1	3	1	3	1	4	17
P	-	18	5.5	5.5	18	5.5	18	5.5	24	100
M	2	2	4	1	6	0	3	1	5	24
P	8	8	17	4	15	-	13	4	21	100
L	0	3	3	1	6	0	0	3	0	16
P	-	19	19	6	37	-	-	19	-	100

Table F19

Number of Years of Experience as a Social Studies Teacher Before Becoming Chairman

Group	1 - 2		3 - 4		5 - 9		10 - 19		20 - 29		30 +		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	6	0	23	12	33	48	13	17	4	1	1	1	80	79
2	10	0	21	9	35	54	21	22	4	2	0	1	91	88
3	9	0	10	12	29	44	23	18	5	1	0	1	76	76
4	0	0	2	1	13	19	13	11	1	0	2	0	31	31
5	0	0	2	1	4	6	4	5	2	0	0	0	12	12
T	25	0	58	35	114	171	74	73	16	4	3	3	290	286
P	9	-	20	12	39	60	25	26	6	1	1	1	100	100
H	1	0	2	3	10	10	7	7	0	0	0	0	20	20
P	5	-	10	15	50	50	35	35	-	-	-	-	100	100
M	3	0	8	1	9	19	6	8	2	1	0	0	28	29
P	11	-	29	3	32	66	21	28	7	3	-	-	100	100
L	3	0	3	4	10	8	3	7	1	0	0	0	20	19
P	15	-	15	21	50	42	15	37	5	-	-	-	100	100

Table F20

Number of Years a Social Studies Department Head Serves in Your School

Group	1		2		3		4		5+		Indefinite		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	2	1	2	0	1	5	1	4	0	11	71	55	77	76
2	4	5	2	3	8	12	3	3	1	8	74	60	92	91
3	1	0	2	5	3	2	1	5	2	7	67	55	76	74
4	0	0	2	1	0	3	0	4	0	6	29	16	31	30
5	0	0	0	0	2	2	0	0	0	0	10	9	12	11
T	7	6	8	9	14	24	5	16	3	32	251	195	288	282
P	2	2	3	3	5	9	2	6	1	11	87	69	100	100
H	1	2	1	0	2	1	1	1	0	2	13	12	18	18
P	6	11	6	-	11	6	6	6	-	11	71	66	100	100
M	1	0	2	0	0	0	1	5	0	2	26	20	30	27
P	3	-	7	-	-	-	3	19	-	7	87	74	100	100
L	1	0	0	0	0	0	0	3	1	5	18	12	20	20
P	5	-	-	-	-	-	-	15	5	25	90	60	100	100

Table F21

How is the Social Studies Department Head Selected in Your School?

Group	Elected by Social Studies Faculty		Appointed by Admin. from Soc. Stud. Faculty		Appointed by Admin. from District Personnel		Appointed by Admin. from Outside of District		Appointed by Admin. from Available Candidates Regardless of Origin		T	
	A	I	A	I	A	I	A	I	A	I	A	I
1	8	16	58	35	7	9	2	0	4	16	79	76
2	10	32	68	37	4	7	0	0	11	15	93	91
3	3	18	51	34	14	7	0	0	9	14	77	73
4	2	9	24	16	4	2	0	0	1	3	31	30
5	2	1	8	7	2	2	0	0	0	2	12	12
T	25	76	209	129	31	27	2	0	25	50	292	282
P	8	27	72	46	11	9	1	0	8	18	100	100
H	4	6	12	9	2	2	0	0	2	3	20	20
P	20	30	60	45	10	10	-	-	10	15	100	100
M	1	9	25	13	3	3	0	0	1	3	30	28
P	3	32	84	46	10	11	-	-	3	11	100	100
L	0	3	14	8	3	3	0	0	3	6	20	20
P	-	15	70	40	15	15	-	-	15	30	100	100

Table F22

Membership in National Education Association

Group	A	I	T
1	44	46	80
2	42	54	94
3	36	35	77
4	12	17	31
5	6	5	12
T	140	157	294
P	47	53	100
H	9	12	20
P	45	60	
M	13	16	30
P	43	53	
L	14	15	20
P	70	75	

Table F23

Membership in California Teachers Association

Group	A	I	T
1	74	54	80
2	85	71	94
3	68	48	77
4	21	19	31
5	7	5	12
T	255	197	294
P	87	67	100
H	18	17	20
P	90	85	
M	29	19	30
P	97	63	
L	20	16	20
P	100	80	

Table F24

Membership in Local Teachers Organization

Group	A	I	T
1	75	60	80
2	90	74	94
3	66	48	77
4	25	21	31
5	9	6	12
T	265	209	299
P	90	71	100
H	20	17	20
P	100	85	
M	27	18	30
P	90	60	
L	19	16	20
P	95	80	

Table F25

Membership in Teachers Union

Group	A	I	T
1	8	8	80
2	13	14	94
3	9	8	77
4	6	6	31
5	3	3	12
T	39	39	299
P	13	13	100
H	2	3	20
P	10	15	
M	1	5	30
P	3	17	
L	0	2	20
P	-	10	

Table F26

Membership in National Council for the Social Studies

Group	A	I	T
1	31	53	80
2	43	74	94
3	28	51	77
4	15	25	31
5	5	7	12
T	122	210	299
P	41	71	100
H	6	12	20
P	30	60	
M	14	20	30
P	47	67	
L	7	17	20
P	35	85	

Table F27

Membership in California Council for the Social Studies

Group	A	I	T
1	34	56	80
2	46	64	94
3	32	47	77
4	18	24	31
5	3	6	12
T	133	197	299
P	45	67	100
H	10	10	20
P	50	50	
M	16	20	30
P	53	67	
L	6	14	20
P	30	70	

Table F28

Membership in County Council for the Social Studies

Group	A	I	T
1	24	40	80
2	32	44	94
3	25	37	77
4	14	18	31
5	4	5	12
T	99	144	299
P	34	49	100
H	4	7	20
P	20	35	
M	13	15	30
P	33	50	
L	5	8	20
P	25	40	

Table F29

Membership in one or More Social Science or Historical Societies

Group	A	I	T
1	30	50	80
2	33	55	94
3	26	48	77
4	12	17	31
5	3	6	12
T	104	176	299
P	35	60	100
H	6	11	20
P	30	55	
M	10	16	30
P	33	53	
L	7	12	20
P	35	60	

Table F30

Do You Have Tenure as a Social Studies Chairman?

Group	Yes		No		T	
	A	I	A	I	A	I
1	14	20	62	54	76	74
2	16	18	73	70	89	88
3	10	10	65	63	75	73
4	8	8	22	20	30	28
5	3	2	9	8	12	10
T	51	58	231	215	282	273
P	18	21	82	79	100	100
H	3	3	17	17	20	20
P	15	15	85	85	100	100
M	6	8	23	19	29	27
P	21	30	79	70	100	100
L	4	4	16	15	20	19
P	20	21	80	79	100	100

Table F31

Influence of Being a Social Studies Curriculum Expert Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	12	40	21	10	28	23	11	0	72	73
2	7	39	32	14	33	31	21	1	93	85
3	11	41	17	10	38	19	7	1	73	71
4	2	12	12	4	9	8	5	1	28	25
5	4	6	2	3	5	2	1	0	12	11
T	36	138	84	41	113	83	45	3	278	265
P	13	52	30	16	41	31	16	1	100	100
H	1	6	4	4	9	8	5	1	19	19
P	5	32	21	21	48	42	26	5	100	100
M	3	13	6	2	13	11	8	0	30	26
P	10	50	20	8	43	42	27	-	100	100
L	5	11	2	3	9	5	3	0	20	19
P	25	58	10	16	45	26	15	-	100	100

Table F32

Influence of Being a Master Teacher Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	32	48	22	16	14	10	4	0	72	74
2	41	54	22	21	22	8	6	0	91	83
3	39	52	25	15	7	4	2	0	73	71
4	12	16	10	9	7	0	0	0	29	25
5	6	6	4	4	2	1	0	0	12	11
T	130	176	83	65	52	23	12	0	277	264
P	47	66	30	25	19	9	4		100	100
H	8	10	3	2	5	8	3	0	19	20
P	42	50	16	10	26	40	16	-	100	100
M	13	18	5	4	9	4	3	0	30	26
P	43	70	17	15	30	15	10	-	100	100
L	8	14	1	2	9	3	0	0	18	19
P	44	73	6	11	50	16	-	-	100	100

Table F33

Influence of Being the Senior Teacher in the Department Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	14	1	14	15	9	16	38	40	75	72
2	8	3	16	22	16	13	51	43	91	81
3	7	4	14	15	17	15	35	32	73	66
4	4	0	8	8	3	5	15	12	30	25
5	0	0	5	5	2	1	5	5	12	11
T	33	8	57	65	47	50	144	132	281	255
P	12	3	20	25	17	20	51	52	100	100
H	1	0	4	7	3	1	12	11	20	19
P	5	-	20	37	15	5	60	58	100	100
M	3	0	3	6	8	8	16	11	30	25
P	10	-	10	24	27	32	53	44	100	100
L	1	0	2	3	6	7	11	9	20	19
P	5	-	10	16	30	37	55	47	100	100

Table F34

Influence of Being Active in Social Studies Organizations Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	5	17	22	18	20	30	25	9	72	74
2	10	20	23	21	16	31	40	9	89	81
3	7	11	17	28	17	27	34	5	75	71
4	1	8	7	11	9	4	11	1	28	24
5	0	1	3	3	2	5	7	2	12	11
T	23	57	72	81	64	97	117	26	276	261
P	8	22	26	31	23	37	43	10	100	100
H	0	0	2	6	4	9	12	3	18	18
P	-	-	11	33	22	50	67	17	100	100
M	2	5	5	6	11	12	12	1	30	24
P	7	21	17	25	36	50	40	4	100	100
L	2	4	4	5	5	10	8	1	19	20
P	11	20	21	25	26	50	42	5	100	100

Table F35

Influence of Being a Leader Among Social Studies Teachers Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	25	49	21	10	23	14	3	2	72	75
2	25	48	29	12	32	23	6	2	92	85
3	28	43	13	7	33	20	1	1	75	71
4	10	14	7	4	10	7	2	0	29	25
5	4	6	4	3	3	2	1	0	12	11
T	92	160	74	36	101	66	13	5	280	267
P	33	60	26	13	36	25	5	2	100	100
H	7	9	6	3	5	7	1	0	19	19
P	37	47	32	16	26	37	5	-	100	100
M	11	15	7	2	12	9	0	0	30	26
P	37	57	23	8	40	35	-	-	100	100
L	4	12	8	6	6	1	1	1	19	20
P	21	60	42	30	32	5	5	5	100	100

Table F36

Influence of Active Solicitation for the Position Upon Your Selection as Social Studies Chairman

Group	Very Important		Important		Somewhat Important		Not Important		T	
	A	I	A	I	A	I	A	I	A	I
1	2	2	17	20	10	12	45	38	74	72
2	3	4	21	28	4	8	61	42	89	82
3	8	8	8	13	9	12	47	35	72	68
4	1	1	3	7	1	2	23	14	28	24
5	0	0	3	2	3	4	6	5	12	11
T	14	15	52	70	27	38	182	134	275	257
P	5	6	19	27	10	15	66	52	100	100
H	0	0	2	5	5	2	12	12	19	19
P	-	-	11	26	26	11	63	63	100	100
M	2	2	8	3	2	4	18	16	30	25
P	7	8	27	12	7	16	59	64	100	100
L	0	0	2	8	6	6	11	6	19	20
P	-	-	11	40	32	30	57	30	100	100

Table F37

Number of Periods Your Social Studies Teachers Teach

Group	0		1		2		3		4		5		6		7		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	0	0	0	0	0	0	0	5	4	24	60	41	14	2	0	0	78	72
2	0	0	0	0	0	0	0	4	4	34	85	52	5	0	0	0	94	90
3	0	0	0	0	0	0	0	1	3	26	74	48	0	0	0	0	77	75
4	0	0	0	0	0	0	0	1	3	11	28	15	0	0	0	0	31	27
5	0	0	0	0	0	0	0	0	1	6	11	6	0	0	0	0	12	12
T	0	0	0	0	0	0	0	11	15	101	258	162	19	2	0	0	292	276
P	0	0	0	0	0	0	0	4	5	36	88	59	7	1	0	0	100	100
H	0	0	0	0	0	0	1	0	0	7	18	12	1	0	0	0	20	19
P	-	-	-	-	-	-	5	-	-	37	90	63	5	-	-	-	100	100
M	0	0	0	0	0	0	0	0	1	9	27	19	2	0	0	0	30	28
P	-	-	-	-	-	-	-	-	3	32	90	68	7	-	-	-	100	100
L	0	0	0	0	0	0	0	1	0	5	17	12	3	1	0	0	20	19
P	-	-	-	-	-	-	-	5	-	26	85	64	15	5	-	-	100	100

Table F38

Number of Periods You as Social Studies Department Head Teach

Group	0		1		2		3		4		5		6		7		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	1	2	0	1	1	5	6	29	20	30	44	7	3	1	0	0	75	75
2	0	1	1	0	0	8	11	35	24	40	54	6	1	0	0	0	91	90
3	1	0	0	0	1	7	9	33	27	28	35	4	0	0	0	0	73	72
4	0	0	3	2	0	1	5	15	12	10	11	1	0	0	0	0	31	29
5	0	0	1	1	0	3	3	2	4	4	4	2	0	0	0	0	12	12
T	2	3	5	4	2	24	34	114	87	112	148	20	4	1	0	0	282	278
P	1	1	2	1.6	1	9	12	41	31	40	52	7	1	.4	0	0	100	100
H	0	0	0	0	0	3	4	7	3	6	12	3	0	0	0	0	19	19
P	-	-	-	-	-	16	21	36	16	32	63	16	-	-	-	-	100	100
M	0	1	0	0	1	1	2	15	13	11	14	1	0	0	0	0	30	29
P	-	3	-	-	3	3	7	53	43	38	47	3	-	-	-	-	100	100
L	0	1	0	0	0	0	3	9	4	8	12	1	1	0	0	0	20	19
P	-	5	-	-	-	-	15	48	20	42	60	5	5	-	-	-	100	100

Table F39

Number of Hours Per Week of Paid Clerical Assistance You Receive for Social Studies Department

	0		1-10		11-25		26-40		41+		T	
Group	A	I	A	I	A	I	A	I	A	I	A	I
1	57	1	16	46	0	18	4	8	1	2	78	75
2	66	3	9	45	8	26	3	8	4	6	90	88
3	50	1	12	41	3	9	4	10	3	7	72	68
4	25	4	3	14	2	7	1	2	0	2	31	29
5	7	0	3	8	1	1	0	0	0	0	11	9
T	205	9	43	154	14	61	12	28	8	17	282	269
P	73	3	15	57	5	23	4	10	3	7	100	100
H	17	1	2	13	0	3	1	1	0	1	20	19
P	85	5	10	69	-	16	5	5	-	5	100	100
M	22	0	4	15	0	8	2	2	1	2	29	27
P	76	-	14	56	-	30	7	7	3	7	100	100
L	16	0	4	10	0	4	0	3	0	0	20	17
P	80	-	20	58	-	24	-	18	-	-	100	100

Table F40

Number of Hours Per Week of Unpaid Student Clerical Assistance You Receive for Social Studies Department

	0		1-10		11-25		26-40		41+		T	
Group	A	I	A	I	A	I	A	I	A	I	A	I
1	29	9	33	35	8	15	4	9	0	0	74	68
2	39	7	44	45	5	20	1	5	1	2	90	79
3	26	6	36	33	7	17	3	4	2	6	74	66
4	9	0	17	17	2	6	1	1	1	1	30	25
5	4	1	4	5	1	1	0	0	1	1	10	8
T	107	23	134	135	23	59	9	19	5	10	278	246
P	39	9	48	55	8	24	3	8	2	4	100	100
H	7	1	10	10	2	5	0	1	0	0	19	17
P	37	6	52	59	11	29	-	6	-	-	100	100
M	9	3	14	13	5	8	1	3	0	0	29	27
P	31	11	49	48	17	30	3	11	-	-	100	100
L	9	1	10	11	0	4	0	2	0	0	19	18
P	47	6	53	61	-	22	-	11	-	-	100	100

Table F41

Number of Hours Per Week You Spend Reading Professional Literature

	0		1-4		5-9		10-15		16+		T	
Group	A	I	A	I	A	I	A	I	A	I	A	I
1	3	0	26	9	29	22	18	23	4	23	80	77
2	2	1	38	10	32	28	18	29	4	20	94	88
3	1	0	20	6	33	22	10	21	9	21	73	70
4	0	0	13	5	11	9	5	7	2	7	31	28
5	0	0	5	2	1	3	4	3	1	2	11	10
T	6	1	102	32	106	84	55	83	20	73	289	273
P	2	.4	35	11.6	37	31	19	30	7	27	100	100
H	3	0	7	3	7	6	1	3	2	5	20	17
P	15	-	35	18	35	35	5	18	10	29	100	100
M	1	0	10	1	13	12	3	11	1	3	28	27
P	4	-	36	4	45	44	11	41	4	11	100	100
L	1	0	9	3	8	9	1	5	1	2	20	19
P	5	-	45	16	40	47	5	26	5	11	100	100

Table F42

Salary in Addition to Teaching Salary for Serving as Social Studies Department Head

Group	$0		$1-199		$200-349		$350-499		$500-749		$750-999		$1000+		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	23	4	5	1	29	8	15	17	5	19	1	13	1	17	79	79
2	25	6	5	0	23	6	27	15	12	31	1	13	1	16	94	87
3	13	4	1	0	15	0	28	12	17	33	1	16	1	10	76	75
4	7	1	1	1	5	2	10	2	7	14	1	6	0	4	31	30
5	2	0	1	0	3	1	5	0	0	4	0	3	0	3	11	11
T	70	15	13	2	75	17	85	46	41	101	4	51	3	50	291	282
P	24	5	5	1	26	6	29	16	14	36	1	18	1	18	100	100
H	8	2	0	0	6	2	4	7	2	4	0	3	0	1	20	19
P	40	5	-	-	30	5	20	37	10	22	-	16	-	5	100	100
M	6	2	1	1	9	2	6	4	6	8	1	10	1	2	30	29
P	20	7	3	3	31	7	20	14	20	28	3	34	3	7	100	100
L	5	1	2	0	7	3	4	4	1	4	0	3	1	5	20	20
P	25	5	10	-	35	15	20	20	5	20	-	15	5	25	100	100

Table F43

Does Social Studies Department Head Assign Teachers to the Subject They Teach?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	19	48	32	23	29	8	80	79
2	30	61	33	25	30	4	93	90
3	31	47	29	25	15	4	75	76
4	16	22	6	5	9	1	31	28
5	5	6	3	4	3	1	11	11
T	101	184	103	82	86	18	290	284
P	35	65	35	29	30	6	100	100
H	3	9	10	10	7	0	20	19
P	15	47	20	53	35	-	100	100
M	15	19	11	6	4	1	30	26
P	50	73	37	23	13	4	100	100
L	6	11	7	9	7	0	20	20
P	30	55	35	45	35	-	100	100

Table F44

Does Social Studies Department Head Assign Teachers to Levels of Student Group? (Slow Learners etc.)

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	16	37	33	32	31	10	80	79
2	26	53	34	29	33	5	93	87
3	29	44	31	25	15	7	75	76
4	15	20	6	6	10	2	31	28
5	5	6	2	3	4	2	11	11
T	91	160	106	95	93	26	290	281
P	31	57	37	34	32	9	100	100
H	5	8	7	9	8	2	20	20
P	25	42	35	47	40	11	100	100
M	11	16	12	9	6	1	29	26
P	38	61	41	35	21	4	100	100
L	6	9	7	11	7	0	20	20
P	30	45	35	55	35	-	100	100

Table F45

Does Social Studies Department Head Participate in Selection of New Teachers for Department?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	24	61	25	14	30	3	79	78
2	22	69	32	20	39	2	93	91
3	20	54	23	20	32	1	75	75
4	10	25	10	3	11	1	31	29
5	4	7	2	3	5	1	11	11
T	80	216	92	60	117	8	289	284
P	28	76	32	21	40	3	100	100
H	7	13	3	7	10	0	20	20
P	35	65	15	35	50	-	100	100
M	9	23	10	4	11	0	30	27
P	30	85	33	15	37	-	100	100
L	4	10	8	10	8	0	20	20
P	20	50	40	50	40	-	100	100

Table F46

Does Social Studies Department Head Participate in Orientation of New Teachers?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	57	70	16	8	7	0	80	78
2	52	81	30	11	11	1	93	93
3	50	60	19	11	5	2	74	73
4	19	27	7	1	4	0	30	28
5	5	8	6	3	0	0	11	11
T	183	246	78	34	27	3	288	283
P	64	87	27	12	9	1	100	100
H	11	17	8	3	1	0	20	20
P	55	85	40	15	5	-	100	100
M	18	19	6	5	5	1	29	25
P	62	76	21	20	17	4	100	100
L	12	13	7	7	1	0	20	20
P	60	65	35	35	5	-	100	100

Table F47

Does Social Studies Department Head Work Closely
With Substitute Social Studies Teachers?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	12	51	28	22	40	5	80	78
2	17	56	40	27	36	6	93	89
3	17	49	37	23	21	3	75	75
4	9	20	13	7	9	1	31	28
5	0	4	8	7	3	0	11	11
T	55	180	126	86	109	15	290	281
P	19	64	43	31	38	5	100	100
H	4	15	8	4	8	0	20	19
P	20	79	40	21	40	-	100	100
M	9	16	7	6	14	4	30	26
P	30	62	23	23	47	15	100	100
L	3	9	11	11	6	0	20	20
P	15	45	55	55	30	-	100	100

Table 48

Does Social Studies Department Head take Resposibility for Evaluating New Texts?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	50	71	23	8	7	0	80	79
2	57	73	18	14	17	4	92	91
3	46	53	19	17	10	5	75	75
4	8	19	12	7	11	3	31	29
5	6	10	4	1	1	0	11	11
T	167	226	76	47	46	12	289	285
P	58	79	26	17	16	4	100	100
H	8	15	8	4	4	1	20	20
P	40	75	40	20	20	5	100	100
M	18	21	4	5	8	2	30	23
P	60	75	13	18	27	7	100	100
L	13	16	7	4	0	0	20	20
P	65	80	35	20	-	-	100	100

Table F49

Does Social Studies Department Head Keep Staff Informed About New Developments in the Social Sciences and Social Studies Education?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	37	65	39	11	4	2	80	78
2	43	79	45	12	5	1	93	92
3	39	60	33	15	3	1	75	76
4	15	24	14	5	1	0	30	29
5	5	9	6	2	0	0	11	11
T	139	237	137	45	13	4	289	286
P	48	83	47	16	5	1	100	100
H	9	18	8	2	3	0	20	20
P	45	90	40	10	15	-	100	100
M	21	21	7	4	2	2	30	27
P	70	78	23	15	7	7	100	100
L	8	14	11	6	1	0	20	20
P	40	70	55	30	5	-	100	100

Table F50

Does Social Studies Department Head Encourage and/or Participate in Education Experimentation?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	43	58	35	18	1	0	79	76
2	43	66	44	24	6	2	93	92
3	44	61	25	13	6	2	75	76
4	13	25	13	4	4	0	30	29
5	6	9	5	2	0	0	11	11
T	149	219	122	61	17	4	288	284
P	52	77	42	22	6	1	100	100
H	9	14	9	6	2	0	20	20
P	45	70	45	30	10	-	100	100
M	15	18	13	8	2	1	30	27
P	50	67	43	30	7	3	100	100
L	6	15	13	5	1	0	20	20
P	30	75	65	25	5	-	100	100

Table F51

Does Social Studies Department Head Aid Social Studies Teachers with Methodology of Teaching?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	22	54	44	19	13	3	79	76
2	27	51	50	36	16	5	93	92
3	15	44	53	28	7	3	75	75
4	5	17	22	12	3	0	30	29
5	2	4	7	7	2	0	11	11
T	71	170	176	102	41	11	288	283
P	25	60	61	36	14	4	100	100
H	2	13	15	6	3	1	20	20
P	10	65	75	30	15	5	100	100
M	8	15	18	11	4	1	30	27
P	27	55	60	41	13	4	100	100
L	4	11	13	9	3	0	20	20
P	20	55	65	45	15	-	100	100

Table F52

Does Social Studies Department Head Aid Social Studies Teachers with Evaluation of Learning?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	19	52	41	24	20	0	80	76
2	16	50	54	37	23	3	93	90
3	17	43	46	27	11	4	74	74
4	5	17	16	9	9	3	30	29
5	1	3	5	4	5	4	11	11
T	58	165	162	101	68	14	288	280
P	20	59	56	36	24	5	100	100
H	2	12	11	7	7	1	20	20
P	10	60	55	35	35	5	100	100
M	8	15	14	10	8	2	30	23
P	27	56	46	37	27	7	100	100
L	4	12	10	8	6	0	20	20
P	20	60	50	40	30	-	100	100

Table F53

Does Social Studies Department Head Aid Social Studies Teachers with Resources for Teaching?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	49	64	28	14	3	0	80	78
2	34	69	55	22	4	1	93	92
3	37	58	35	16	2	1	74	75
4	16	25	13	4	1	0	30	29
5	3	7	8	4	0	0	11	11
T	139	223	139	60	10	2	288	285
P	48	78	48	21	4	1	100	100
H	9	17	10	3	1	0	20	20
P	45	85	50	15	5	-	100	100
M	15	19	14	7	1	1	30	27
P	50	70	47	26	3	4	100	100
L	6	14	13	6	1	0	20	20
P	30	70	65	30	5	-	100	100

Table F54

Does Social Studies Department Head Aid Social Studies Teachers with Maintaining Discipline?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	20	36	31	29	29	13	80	78
2	11	37	53	41	30	13	94	91
3	11	31	43	32	20	12	74	75
4	11	17	13	8	6	3	30	28
5	0	3	7	6	4	2	11	11
T	53	124	147	116	89	43	289	283
P	18	44	51	41	31	15	100	100
H	2	8	11	8	7	4	20	20
P	10	40	55	40	35	20	100	100
M	8	11	15	12	7	15	30	28
P	27	39	50	43	23	18	100	100
L	2	9	12	8	6	3	20	20
P	10	45	60	40	30	15	100	100

Table F55

Does Social Studies Department Head Stimulate Social Studies Teachers in Professional Growth?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	25	56	46	22	9	0	80	78
2	24	64	54	23	14	4	92	91
3	15	45	51	28	8	1	74	74
4	9	19	15	9	6	1	30	29
5	2	4	8	7	1	0	11	11
T	75	188	174	89	38	6	287	283
P	26	66	61	32	13	2	100	100
H	3	13	15	7	2	0	20	20
P	15	65	75	35	10	-	100	100
M	10	17	16	8	4	2	30	27
P	33	63	54	30	13	7	100	100
L	3	13	15	7	2	0	20	20
P	15	65	75	35	10	-	100	100

Table F56

Does Social Studies Department Head Encourage Membership in Professional Organizations among Social Studies Teachers?

Group	Yes		Sometimes		No		T	
	A	I	A	I	A	I	A	I
1	24	51	36	22	20	5	80	78
2	33	62	38	22	22	5	93	89
3	24	43	34	27	15	2	73	72
4	15	21	12	6	3	1	30	28
5	2	3	5	6	4	2	11	11
T	98	180	125	83	64	15	287	278
P	34	65	44	30	22	5	100	100
H	4	9	10	10	6	0	20	19
P	20	47	50	53	30	-	100	100
M	16	19	9	7	5	1	30	27
P	53	70	30	26	17	4	100	100
L	5	11	11	8	4	1	20	20
P	25	55	55	40	20	5	100	100

Table F57

Are You Chairman of More Than One Department?

Group	Yes		No		Total	
	A	I	A	I	A	I
1	6	5	72	71	78	76
2	3	1	90	88	93	89
3	2	0	74	72	76	72
4	0	0	31	26	31	26
5	0	0	10	10	10	10
T	11	6	277	267	288	273
P	4	2	96	98	100	100
H	1	1	19	19	20	20
P	5	5	95	95	100	100
M	1	1	29	26	30	27
P	3	4	92	96	100	100
L	4	1	16	19	20	20
P	20	5	80	95	100	100

OTHER departments that were reported combined with social studies:

Audio Visual	2	Fine Arts	1
Driver Training	3	Foreign Language	1
English	3	Humanities	1

Table F58

Do You Hold Social Studies Department Meetings?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quarterly		Semi annually		Annually		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	1	0	0	1	2	7	7	9	27	36	10	2	2	0	0	0	30	23	79	78
2	1	1	0	0	0	4	7	11	43	52	8	7	8	2	0	0	25	14	92	91
3	0	0	1	1	1	3	5	6	41	41	6	5	2	0	0	0	21	19	77	75
4	0	0	0	0	0	1	1	8	16	15	3	2	0	0	0	0	11	4	31	30
5	0	0	0	0	0	1	0	2	8	5	1	0	0	0	0	0	3	2	12	10
T	2	1	1	2	3	16	20	36	135	149	28	16	12	2	0	0	90	62	291	284
P	.7	.3	.3	.7	1	6	7	13	46	52	10	5.3	4	.7	0	0	31	22	100	100
H	0	0	0	0	0	0	0	2	12	9	1	3	1	0	0	0	6	6	20	20
P	-	-	-	-	-	-	-	10	60	45	5	15	5	-	-	-	30	30	100	100
M	0	0	1	1	0	0	2	6	17	16	2	1	1	0	0	0	7	5	30	29
P	-	-	3	3	-	-	7	21	57	56	7	3	3	-	-	-	23	17	100	100
L	0	0	0	0	0	0	1	0	10	13	5	2	1	1	0	0	3	3	20	19
P	-	-	-	-	-	-	5	-	50	68	25	11	5	5	-	-	15	16	100	100

Table F59

Do You Make Supervisory Visits to Classes of Tenured Social Studies Teachers?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quarterly		Semi annually		Annually		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	40	11	1	1	0	0	0	0	0	11	8	11	5	16	8	7	16	21	78	78
2	59	25	3	6	0	0	0	1	3	11	2	10	10	15	7	8	10	18	94	88
3	42	16	2	2	0	0	0	0	1	8	1	10	5	12	9	6	16	21	76	75
4	21	5	1	0	0	0	0	1	1	3	3	6	0	1	0	0	5	13	31	29
5	8	4	0	0	0	0	0	0	0	2	0	0	1	1	0	2	3	1	12	10
T	170	61	7	3	0	0	0	2	5	35	14	37	21	45	24	23	50	74	291	280
P	58	22	3	1	0	0	0	1	2	13	5	13	7	16	8	8	17	26	100	100
H	9	2	0	0	0	0	0	0	0	2	1	2	1	4	3	3	5	7	19	20
P	48	10	-	-	-	-	-	-	-	10	5	10	5	20	16	15	26	35	100	100
M	16	7	0	0	0	0	0	0	2	3	2	9	2	4	3	3	5	2	30	28
P	53	25	-	-	-	-	-	-	7	11	7	32	7	14	10	11	16	7	100	100
L	12	2	0	0	0	0	0	1	0	5	2	0	1	4	2	1	3	5	20	18
P	60	11	-	-	-	-	-	6	-	28	10	-	5	21	10	6	15	28	100	100

Table F60

Do You Make Supervisory Visits to Classes of Non-tenured Experienced Social Studies Teachers?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	27	5	0	1	1	3	0	6	11	19	10	11	13	4	2	2	14	17	78	79
2	37	8	3	1	1	3	2	5	6	15	9	21	15	8	4	5	16	23	93	89
3	27	4	2	1	0	1	2	7	3	15	17	17	7	9	3	4	15	17	76	75
4	11	0	0	0	0	1	0	1	0	7	9	7	3	0	0	0	6	6	14	30
5	2	1	0	0	1	1	0	1	1	3	2	2	2	0	2	0	2	2	12	10
T	104	18	5	3	3	9	4	20	22	59	47	69	40	21	11	11	53	73	289	283
P	36	6	2	1	1	3	1	7	8	21	16	24	14	7	4	4	18	26	100	100
H	5	1	0	0	0	0	0	3	2	2	4	4	1	2	3	1	4	5	19	20
P	26	5	-	-	-	-	-	15	11	10	21	20	5	10	16	5	21	35	100	100
M	11	3	0	0	0	0	0	0	2	10	4	7	5	3	0	0	8	5	30	28
P	37	11	-	-	-	-	-	-	7	35	13	25	17	11	-	-	26	18	100	100
L	8	0	0	0	0	0	0	1	1	7	5	5	3	2	1	0	2	4	20	19
P	40	-	-	-	-	-	-	5	5	37	25	26	15	11	5	-	10	21	100	100

Table F61

Do You Make Visits to Classes of New Inexperienced Social Studies Teachers?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	26	2	0	1	2	5	1	13	15	28	10	10	9	1	1	1	13	17	77	78
2	36	5	3	1	2	8	6	15	9	19	11	13	6	5	3	1	18	23	94	90
3	21	3	2	0	1	4	2	7	6	24	17	15	4	4	1	0	22	19	76	76
4	8	0	0	1	1	1	1	0	5	10	6	3	1	0	0	0	8	13	30	28
5	3	1	0	0	1	2	0	2	2	2	1	0	3	1	1	0	0	2	12	10
T	94	11	5	3	7	20	10	37	37	83	45	41	23	11	6	2	62	74	289	282
P	33	4	2	1	2	7	3	13	13	29	16	15	8	4	2	1	21	26	100	100
H	5	0	0	1	0	1	0	3	3	3	3	3	3	2	1	0	4	7	19	20
P	26	-	-	5	-	5	-	15	16	15	16	15	16	10	5	-	21	35	100	100
M	11	2	0	0	0	0	0	2	3	13	4	5	2	2	0	0	10	5	30	29
P	37	7	-	-	-	-	-	7	10	45	13	17	7	7	-	-	33	17	100	100
L	8	0	0	0	0	1	0	3	2	8	6	1	1	2	1	0	2	4	20	19
P	40	-	-	-	-	5	-	16	10	42	30	5	5	11	5	-	10	21	100	100

Table F62

Do You Teach Demonstration Lessons for Certain Staff Members?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	64	94	1	1	0	0	0	0	4	3	0	3	1	3	0	2	9	45	79	77
2	71	31	5	3	0	1	0	4	5	4	1	4	1	4	1	4	11	33	94	85
3	62	26	3	1	0	0	0	0	1	4	0	5	0	5	0	2	10	29	76	72
4	28	12	1	0	0	0	0	0	0	0	0	1	0	2	0	0	2	12	31	27
5	9	5	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3	4	12	11
T	234	94	10	5	0	1	0	1	5	12	5	14	2	14	1	8	35	123	292	272
P	80	35	3	2	0	.5	0	.5	2	4	2	5	.6	5	.4	3	12	45	100	100
H	12	7	1	1	0	0	0	0	1	1	0	1	0	1	0	0	5	9	19	20
P	64	35	5	5	-	-	-	-	5	5	-	5	-	5	-	-	26	45	100	100
M	28	13	0	0	0	0	0	0	0	2	0	1	0	3	0	0	2	6	30	25
P	93	52	-	-	-	-	-	-	-	8	-	4	-	12	-	-	7	24	100	100
L	19	3	0	0	0	0	0	0	0	2	0	3	0	0	0	2	1	7	20	17
P	95	18	-	-	-	-	-	-	-	12	-	18	-	-	-	12	5	40	100	100

Table F63

Do You have Regular Consultations with the Principal?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	9	2	6	7	6	10	8	11	10	13	5	6	1	1	0	1	33	27	78	78
2	13	4	9	7	8	15	8	12	13	13	3	3	3	1	0	0	37	35	94	90
3	7	1	5	5	9	10	6	6	13	16	4	4	2	2	0	0	31	31	77	75
4	2	1	4	3	0	2	1	2	6	8	2	2	0	0	0	0	16	11	31	29
5	2	0	0	0	3	3	0	1	1	1	0	0	0	0	0	0	6	6	12	11
T	33	8	24	22	26	40	23	32	43	51	14	15	6	5	0	1	123	110	292	283
P	11	3	8	8	9	14	8	11	15	18	5	5	2	1.7	0	.3	42	39	100	100
H	2	0	1	1	1	2	1	2	3	6	1	1	0	0	0	0	10	8	19	20
P	11	-	5	5	5	10	5	10	16	30	5	5	-	-	-	-	53	40	100	100
M	4	1	1	1	5	5	3	5	3	4	2	3	0	1	0	0	12	7	30	27
P	13	4	3	4	17	18	10	18	10	15	7	11	-	4	-	-	40	26	100	100
L	2	0	1	2	4	6	1	1	4	2	0	2	1	1	0	0	7	5	20	19
P	10	-	5	11	20	31	5	5	20	11	-	11	5	5	-	-	35	26	100	100

Table F64

Do You Participate in Social Studies Department Curriculum Planning?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	0	0	3	3	0	2	4	5	15	17	6	6	3	3	10	9	38	33	79	78
2	3	0	1	2	3	2	6	5	12	15	3	3	7	11	17	9	42	43	94	90
3	2	0	2	2	4	2	3	5	18	20	6	7	3	3	4	1	34	33	76	73
4	2	0	0	0	0	0	0	0	4	5	1	1	4	5	0	0	19	17	30	28
5	1	1	0	0	0	0	1	1	0	0	2	2	2	2	1	2	5	3	12	11
T	8	1	6	7	7	6	14	16	49	57	18	19	19	24	32	21	138	129	291	280
P	3	.3	2	2.7	2	2	5	6	17	20	6	7	7	8	11	8	47	46	100	100
H	0	0	1	1	1	1	0	0	3	4	1	0	2	1	4	2	8	10	20	19
P	-	-	5	5	5	5	-	-	15	21	5	-	10	5	20	11	40	53	100	100
M	0	0	0	0	1	0	0	3	5	6	2	2	4	4	6	4	12	10	30	29
P	-	-	-	-	3	-	-	10	17	21	7	7	13	14	20	14	40	34	100	100
L	0	0	0	1	1	1	2	0	3	7	2	1	1	1	1	2	9	6	19	19
P	-	-	-	5	5	5	11	-	16	37	11	5	5	5	5	11	47	32	100	100

Table F65

Do You Participate in Curriculum Planning for Entire School?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quarterly		Semi annually		Annually		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	32	10	1	0	2	1	2	2	8	10	2	5	2	7	10	9	21	31	80	75
2	46	15	3	3	0	1	2	3	7	6	1	3	2	6	3	8	28	40	92	85
3	23	10	2	2	2	2	4	4	12	15	1	2	1	3	5	9	27	28	77	75
4	15	6	1	1	0	0	0	0	3	4	1	1	0	1	1	2	10	12	31	27
5	6	4	0	0	0	0	0	0	3	2	0	1	0	0	0	1	3	3	12	11
T	122	45	7	6	4	4	8	9	33	37	5	12	5	17	19	29	89	114	292	273
P	42	16	2	2	1	1.5	3	3.5	11	14	2	4	2	6	7	11	30	42	100	100
H	7	2	0	0	0	0	0	0	3	3	0	0	1	3	3	4	6	7	20	19
P	35	11	-	-	-	-	-	-	15	16	-	-	5	16	15	21	30	36	100	100
M	15	8	0	0	2	1	1	2	6	6	0	1	0	0	1	3	5	7	30	28
P	50	29	-	-	7	4	3	7	20	21	-	4	-	-	3	11	17	24	100	100
L	7	4	0	0	0	0	1	0	3	4	0	1	2	3	3	2	3	5	19	19
P	36	21	-	-	-	-	5	-	16	21	-	5	11	16	16	11	16	26	100	100

Table F66

Do You Participate in Social Studies Curriculum Planning for the Entire District?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	15	2	2	0	0	0	0	2	18	18	7	10	5	9	7	11	25	25	79	77
2	20	4	2	1	0	0	3	3	15	16	4	4	3	3	11	18	36	41	94	90
3	10	2	1	0	1	2	0	1	22	20	7	6	0	2	7	8	29	33	77	74
4	11	3	0	0	0	0	0	0	2	3	1	1	2	2	1	1	14	15	31	25
5	5	2	0	0	0	0	0	0	0	1	0	0	0	1	0	1	6	6	11	11
T	61	13	5	1	1	2	3	6	57	58	19	21	10	17	26	39	110	120	292	277
P	21	4.6	2	.4	.3	1	1	2	20	21	6.7	8	3	6	9	14	38	43	100	100
H	4	0	0	0	0	0	0	0	4	6	1	1	0	2	3	3	8	7	20	19
P	20	-	-	-	-	-	-	-	20	32	5	5	-	11	15	16	40	36	100	100
M	5	0	0	0	0	0	0	0	1	2	6	5	0	0	7	10	11	10	30	27
P	17	-	-	-	-	-	-	-	3	7	20	19	-	-	23	37	37	37	100	100
L	7	1	0	0	0	0	1	1	4	7	1	0	1	0	2	3	4	8	20	20
P	35	5	-	-	-	-	5	5	20	35	5	-	5	-	10	15	20	40	100	100

Table F67

Do You Participate in General District Curriculum Planning?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	55	20	0	0	1	0	1	2	4	6	3	8	2	4	1	12	12	22	79	74
2	64	28	5	3	0	1	2	1	4	6	2	2	0	4	3	8	14	34	94	87
3	51	27	3	2	0	0	1	1	4	6	3	5	0	5	4	6	10	20	76	72
4	24	9	1	1	0	0	0	0	0	0	0	1	1	1	0	1	5	14	31	27
5	9	4	0	0	0	0	0	0	1	1	0	0	0	1	0	1	1	3	11	10
T	203	88	9	6	1	1	4	4	13	19	8	16	3	15	8	28	42	93	291	270
P	70	32	3	2	1	1	1	2	4	7	3	6	1	6	3	10	14	34	100	100
H	14	8	0	0	0	0	0	0	1	2	0	0	0	1	1	3	4	5	20	19
P	70	42	-	-	-	-	-	-	5	11	-	-	-	5	5	16	20	26	100	100
M	20	10	0	0	0	0	0	0	0	0	2	3	0	3	2	4	6	7	30	27
P	66	37	-	-	-	-	-	-	-	-	7	11	-	11	7	15	20	26	100	100
L	15	3	0	0	0	0	0	0	1	4	1	2	1	1	1	3	1	5	20	18
P	75	17	-	-	-	-	-	-	5	22	5	11	5	6	5	17	5	27	100	100

Table F68

Do You Make Inventories of Social Studies Books, Equipment, and Supplies?

Group	No		More than once a week		Weekly		Bi weekly		Monthly		Quar-terly		Semi annu-ally		Annu-ally		Yes, but no schedule		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	7	9	1	1	0	1	0	1	4	3	5	5	11	17	34	23	17	15	79	75
2	8	16	0	1	0	0	0	0	2	1	2	4	15	17	39	31	28	21	94	91
3	2	6	0	0	0	0	0	0	4	4	12	9	14	17	22	16	23	24	77	76
4	2	3	0	0	0	0	0	0	1	1	1	3	7	4	9	8	11	9	31	28
5	1	1	0	0	0	0	0	0	0	0	4	4	1	1	3	3	3	1	12	10
T	20	35	1	2	0	1	0	1	11	9	24	25	48	56	107	81	82	70	293	280
P	7	13	.3	1	0	.5	0	.5	3.7	3	8	8	16	20	37	29	28	25	100	100
H	3	2	0	0	0	0	0	0	1	0	0	0	3	5	9	7	4	5	20	19
P	15	11	-	-	-	-	-	-	5	-	-	-	15	26	45	37	20	26	100	100
M	1	4	0	0	0	0	0	0	0	0	3	4	6	7	10	8	10	5	30	28
P	3	14	-	-	-	-	-	-	-	-	10	14	21	25	33	29	33	18	100	100
L	1	1	0	0	0	0	0	0	1	1	0	1	5	8	8	6	4	1	20	18
P	5	6	-	-	-	-	-	-	5	6	-	6	25	44	40	32	20	6	100	100

Table F69

The Social Studies Department Chairman Offers Concrete Suggestions for Improving Classroom Instruction.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	9	40	24	23	39	14	4	2	2	0	2	0	0	0	0	0	80	79
2	6	46	[illegible]	28	40	14	13	4	2	0	8	1	2	0	1	0	94	93
3	3	36	18	23	39	11	12	2	0	3	4	1	0	0	0	0	76	76
4	2	14	13	11	11	4	1	2	1	0	1	0	1	0	0	0	30	31
5	0	7	5	3	5	1	1	1	1	0	0	0	0	0	0	0	12	12
T	20	143	82	88	134	44	31	11	6	3	15	2	3	0	1	0	292	291
P	6.7	49	28	30	46	15	11	4	2	1	5	1	1	0	.3	0	100	100
H	2	9	1	6	15	3	1	1	0	0	0	0	0	0	1	0	20	19
P	10	47	5	32	75	16	5	5	-	-	-	-	-	-	5	-	100	100
M	5	16	6	8	13	4	3	2	1	0	2	0	0	0	0	0	30	30
P	17	53	20	27	43	13	10	7	3	-	7	-	-	-	-	-	100	100
L	3	11	4	4	9	4	2	1	0	0	2	0	0	0	0	0	20	20
P	15	55	20	20	45	20	10	5	-	-	10	-	-	-	-	-	100	100

Table F70

The Social Studies Department Chairman makes Useful References and Magazine Articles Available to Social Studies Teachers.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		.T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	17	54	26	20	20	3	13	1	2	0	2	1	0	1	0	0	80	80
2	12	57	31	22	33	7	11	5	2	2	3	0	2	0	0	0	94	93
3	13	48	26	22	26	4	11	2	0	0	0	0	0	0	0	0	76	76
4	8	21	12	6	9	4	1	0	0	0	0	0	0	0	0	0	30	31
5	4	9	5	2	1	0	1	1	1	0	0	0	0	0	0	0	12	12
T	54	189	100	72	89	18	37	9	5	2	5	1	2	1	0	0	292	292
P	18	65	34	25	30	6	13	3	2	.4	2	.3	1	.3	-	-	100	100
H	1	10	6	8	10	1	2	0	0	0	0	0	1	0	0	0	20	19
P	5	53	30	42	50	5	10	-	-	-	-	-	5	-	-	-	100	100
M	5	23	8	6	12	0	4	1	0	0	1	0	0	0	0	0	30	30
P	17	77	27	20	40	-	13	3	-	-	3	-	-	-	-	-	100	100
L	2	16	4	2	4	0	6	1	0	1	0	0	0	0	0	0	20	20
P	10	80	40	10	20	-	30	5	-	5	-	-	-	-	-	-	100	100

Table F71

The Social Studies Department Chairman Informs Social Studies Teachers of Administrative Decisions or Actions Affecting Their Work

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	36	61	32	17	8	2	3	0	0	0	0	0	1	0	0	0	80	80
2	39	70	45	16	9	5	0	0	0	1	1	1	0	0	0	0	94	93
3	25	63	35	10	4	3	2	0	0	0	0	0	0	0	0	0	76	76
4	12	24	13	3	5	1	0	2	0	0	0	0	0	0	0	1	30	31
5	5	8	4	4	3	0	0	0	0	0	0	0	0	0	0	0	12	12
T	127	226	129	50	29	11	5	2	0	1	1	1	1	0	0	1	292	292
P	43	77	44	17	10	4	2	1	-	.3	.5	.3	.5	-	-	.4	100	100
H	5	13	12	5	2	1	1	0	0	0	0	0	0	0	0	0	20	19
P	25	69	60	26	10	5	5	-	-	-	-	-	-	-	-	-	100	100
M	14	21	13	6	2	1	0	2	0	0	1	0	0	0	0	0	30	30
P	47	70	43	20	7	3	-	7	-	-	3	-	-	-	-	-	100	100
L	11	16	6	3	2	1	1	0	0	0	0	0	0	0	0	0	20	20
P	55	80	30	15	10	5	5	-	-	-	-	-	-	-	-	-	100	100

Table F72

The Social Studies Department Head Encourages Social Studies Teachers to try Different Methods of Teaching

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	17	48	34	21	18	7	5	3	1	0	0	0	3	0	0	0	78	79
2	20	52	26	22	28	13	11	2	2	2	4	2	1	0	2	0	94	93
3	11	40	38	24	21	8	3	3	2	1	0	0	0	0	1	0	76	76
4	2	13	12	9	9	7	2	1	2	1	2	0	1	0	0	0	30	31
5	2	8	4	2	3	0	1	1	1	0	0	0	0	0	1	1	12	12
T	52	161	114	78	79	35	22	10	8	4	6	2	5	0	4	1	290	291
P	18	55	39	27	27	12	8	3	3	1	2	1	2	-	1	1	100	100
H	1	8	8	6	6	3	3	1	1	1	0	0	0	0	1	0	20	19
P	5	42	40	32	30	16	15	5	5	5	-	-	-	-	5	-	100	100
M	7	18	14	7	4	4	2	0	1	1	1	0	0	0	1	0	30	30
P	23	61	48	23	13	13	7	-	3	3	3	-	-	-	3	-	100	100
L	5	12	6	4	6	2	0	1	1	0	1	0	0	0	0	0	19	19
P	26	63	32	21	32	11	-	5	5	-	5	-	-	-	-	-	100	100

Table F73

The Social Studies Department Chairman Reports to Social Studies Staff on Highlights of Professional Meetings.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	12	55	31	17	19	6	11	2	4	0	0	0	1	0	1	0	79	80
2	20	54	25	27	25	10	13	1	2	0	4	1	1	0	2	0	92	93
3	17	39	21	25	15	11	15	0	4	1	2	0	1	0	1	0	76	76
4	7	19	10	9	6	3	5	0	1	0	1	0	0	0	0	0	30	31
5	4	8	6	3	1	0	0	1	0	0	0	0	1	0	0	0	12	12
T	60	175	93	81	66	30	44	4	11	1	7	1	4	0	4	0	289	292
P	21	60	32	28	23	10	15	1	4	.5	2	.5	1.5	-	1.5	-	100	100
H	3	9	4	6	4	4	6	0	2	0	0	0	0	0	1	0	20	19
P	15	47	20	32	20	21	30	-	10	-	-	-	-	-	5	-	100	100
M	5	17	10	7	7	5	6	0	1	1	1	0	0	0	0	0	30	30
P	18	57	33	23	23	17	20	-	3	3	3	-	-	-	-	-	100	100
L	1	14	12	3	2	1	4	2	0	0	1	0	0	0	0	0	20	20
P	5	70	60	15	10	5	20	10	-	-	5	-	-	-	-	-	100	100

Table F74

The Social Studies Department Chairman Provides Opportunities for Social Studies Teachers to Share Ideas.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	17	57	32	16	23	5	4	2	3	0	1	0	0	0	0	0	80	80
2	15	60	30	22	36	9	7	1	1	1	2	1	3	0	0	0	94	94
3	12	52	32	18	24	3	6	3	0	0	1	0	1	0	0	0	76	76
4	4	22	11	3	12	3	1	1	2	0	0	2	0	0	0	0	30	31
5	3	6	4	4	3	0	2	2	0	0	0	0	0	0	0	0	12	12
T	51	197	109	63	98	20	20	9	6	1	4	3	4	0	0	0	292	293
P	17	67	37	22	34	67	7	3	2	.3	1.5	1	1.5	-	-	-	100	100
H	1	14	8	5	10	1	0	0	0	0	0	0	1	0	0	0	20	20
P	5	70	40	25	50	5	-	-	-	-	-	-	5	-	-	-	100	100
M	5	23	9	5	14	3	1	0	0	0	1	0	0	0	0	0	30	30
P	17	73	30	17	47	10	3	-	-	-	3	-	-	-	-	-	100	100
L	3	14	8	3	9	2	0	1	0	0	0	0	0	0	0	0	20	20
P	15	70	40	15	45	10	-	5	-	-	-	-	-	-	-	-	100	100

Table F75

The Social Studies Department Chairman Notifies Social Studies Teachers of Workshops, Institutes, and other Opportunities for Professional Growth.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	31	62	30	15	17	3	2	0	0	0	0	0	0	0	0	0	80	80
2	37	68	37	20	9	4	4	1	4	0	2	0	1	1	0	0	94	94
3	34	57	24	14	14	3	4	2	0	0	0	0	0	0	0	0	76	76
4	15	22	11	6	4	2	0	0	0	0	0	0	1	0	0	1	31	31
5	6	6	3	5	1	0	2	0	0	0	0	0	0	1	0	0	12	12
T	123	215	105	60	45	12	12	3	4	0	2	0	2	2	0	1	293	293
P	42	73	36	20	15	4	4	1	1	-	1	-	1	.7	-	.3	100	100
H	7	13	6	5	5	2	1	0	0	0	0	0	1	0	0	0	20	20
P	35	65	30	25	25	10	5	-	-	-	-	-	5	-	-	-	100	100
M	14	21	7	5	7	3	0	1	1	0	1	0	0	0	0	0	30	30
P	48	70	23	17	23	10	-	3	3	-	3	-	-	-	-	-	100	100
L	5	15	14	5	1	0	0	0	0	0	0	0	0	0	0	0	20	20
P	25	75	70	25	5	-	-	-	-	-	-	-	-	-	-	-	100	100

Table F76

The Social Studies Department Chairman Frees Social Studies Teachers from as much Administrative Detail as Possible.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	20	49	29	17	16	8	7	3	2	1	1	0	3	0	1	0	79	78
2	23	61	33	21	21	7	5	3	2	0	3	0	2	0	2	1	91	93
3	19	49	25	15	17	6	5	3	2	2	3	0	0	1	1	0	72	76
4	5	18	16	8	4	3	3	1	0	1	1	0	1	0	0	0	30	31
5	3	6	5	2	1	1	0	1	1	0	0	0	0	0	2	1	12	11
T	70	183	108	63	59	25	20	11	7	4	8	0	6	1	6	2	284	289
P	25	63	38	22	21	9	7	4	2	1	3	-	2	.3	2	.7	100	100
H	7	16	6	1	5	1	2	2	0	0	0	0	0	0	0	0	20	20
P	35	80	30	5	25	5	10	10	-	-	-	-	-	-	-	-	100	100
M	7	16	11	9	8	3	1	1	1	1	2	0	0	0	0	0	30	30
P	23	54	37	30	27	10	3	3	3	3	7	-	-	-	-	-	100	100
L	5	11	7	6	2	0	3	2	0	0	1	0	1	0	0	0	19	19
P	26	57	37	32	11	-	16	11	-	-	5	-	5	-	-	-	100	100

Table F77

The Social Studies Department Chairman Involves Social Studies Teachers in Continuing Improvement of the Social Studies Program.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	23	55	35	16	16	7	4	0	1	1	0	0	0	0	0	0	79	79
2	14	59	35	25	33	6	5	2	1	2	4	0	2	0	0	0	94	94
3	17	52	33	14	20	7	4	2	0	0	0	1	1	0	1	0	76	76
4	6	23	11	5	7	3	4	0	1	0	1	0	0	0	0	0	30	31
5	3	7	3	3	5	1	0	0	0	0	0	0	0	0	1	1	12	12
T	63	196	117	63	81	24	17	4	3	3	5	1	3	0	2	1	291	292
P	22	67	40	22	28	8	5	1	1	1	2	.5	1	0	1	.5	100	100
H	2	11	8	7	8	1	1	1	0	0	0	0	1	0	0	0	20	20
P	10	55	40	35	40	5	5	5	-	-	-	-	5	-	-	-	100	100
M	4	17	14	9	9	3	2	1	0	0	1	0	0	0	0	0	30	30
P	13	57	47	30	30	10	7	3	-	-	3	-	-	-	-	-	100	100
L	4	14	9	2	4	1	0	0	0	2	1	0	1	0	0	0	19	19
P	21	73	48	11	21	5	-	-	-	11	5	-	5	-	-	-	100	100

Table F78

The Social Studies Department Chairman Follows each Classroom Observation with Helpful Comments.

Group	Completely like		Very much like		Somewhat like		Little bit like		Little bit unlike		Somewhat unlike		Very much unlike		Completely unlike		T	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1	7	51	19	15	25	7	8	1	3	1	2	0	2	2	6	1	72	78
2	8	56	29	23	25	8	5	3	1	0	2	0	4	1	12	0	86	91
3	9	39	17	22	19	8	9	1	3	0	1	0	3	2	7	2	38	74
4	5	19	6	8	12	3	3	0	2	0	0	0	0	0	1	1	29	31
5	3	7	4	3	2	1	0	0	0	0	0	0	0	0	1	1	10	12
T	32	172	75	71	83	27	25	5	9	1	5	0	9	5	27	5	265	286
P	12	60	29	25	32	9	9	1.9	3	.3	2	-	3	1.9	10	1.9	100	100
H	2	11	6	5	6	3	1	0	0	0	1	0	1	1	1	0	18	20
P	10	55	33	25	33	15	6	-	-	-	6	-	6	5	6	-	100	100
M	3	19	8	7	11	3	1	0	0	0	1	0	0	0	3	0	27	29
P	11	66	30	24	40	10	4	-	-	-	4	-	-	-	11	-	100	100
L	1	11	8	6	5	1	1	1	1	0	1	0	0	0	2	0	19	19
P	5	58	43	32	26	5	5	5	5	-	5	-	-	-	11	-	100	100